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ABSTRACT

This document is a report on the activities of the Council for Cultural Co-Operation (CCC) and Cultural Fund for 1972. The CCC is briefly defined as being designed to reinforce educational and cultural cooperation among the 21 countries of the CCC, especially in matters of research, information, and documentation. The document is composed of descriptions of various CCC projects, including the following: symposia on permanent education, curriculum content (especially in medical, dental, and religious education), the training of teachers and "animateurs," educational technology, documentations and publications, cultural developments (especially, art exhibitions and television), and youth activities. Included as appendixes are the text of Opinion No. 10, which defines the role of the CCC; the text of the Statute of the European Youth Foundation; a list of CCC symposia; and a bibliography of CCC reports, publications, and material for display. (The complete text of this document is presented in French in SP 006 826.) (JA)

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COUNCIL OF EUROPE

COUNCIL
FOR
CULTURAL
CO-OPERATION

AND
CULTURAL FUND

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ANNUAL REPORT 1972

SP 006 825

STRASBOURG
1973

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
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This report has been prepared by the Council for Cultural Co-operation in pursuance of Article V, paragraph 4, of the Statute of the Cultural Fund, which requires the Council to " transmit an annual report on its activities to the Committee of Ministers, who shall communicate it to the Consultative Assembly ".

It has been circulated as a document of the Consultative Assembly of the Council of Europe under the serial number: Doc. 3320.

At the time of going to press, it had not yet been examined by the Committee of Ministers.

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INTRODUCTION

The question of a " European Office of Education "

As foreshadowed in the annual report for 1971, the CCC celebrated the tenth anniversary of its creation by taking the first concrete steps towards fulfilling the aims set out in Recommendation 567 of the Consultative Assembly on " twenty years of European cultural co-operation " — a text which had been followed up in October 1971 by the more pressing Recommendation 649 on " European co-operation in the field of culture and education " (see Appendix A).

The background to this question is fully treated in the above-mentioned report and need not be repeated here. The most important new development which was to influence the deliberations of the CCC was the commencement of discussions in Brussels between the six member States of the European Economic Community and the four candidate States (three of which were to join the Community on 1 January 1973) concerning the possibility of developing a system of educational co-operation within this more restricted framework.

The CCC had already indicated in its Opinion No. 8, replying to Recommendation 567, that " thanks to the flexibility provided by the Cultural Convention and the Cultural Fund, it will itself be in a position to carry out the tasks envisaged by the Assembly ". It had added, however, an important proviso: " if it were provided in the years to come with the necessary resources in finance and personnel ".

This important problem thus resolved itself into four aspects:

— determining the future role of the CCC having regard to the work of other international organisations, particularly possible future co-operation in EEC;

— redefining its functions with the aim of providing intensified co-operation among its member States;

— suggesting the order of magnitude of the expansion required in the Council of Europe to enable it to fulfil its new role;

— examining how special facilities could be provided without a further burden upon central funds.

The result of this fundamental investigation, carried out at successive meetings of a working party composed of its members, was the adoption of Opinion No. 10, which will be found in Appendix B.

Although the text of Opinion No. 10, which is now before the Committee of Ministers, is largely self-explanatory, attention may be drawn to certain salient features of the CCC's approach to the questions raised by the Consultative Assembly.

First and foremost the CCC considered that the term " Office of Education " gavè rise to widely divergent interpretations and opened the door for developments which the member governments were not yet ready to envisage, such as a systematic information and documentation service on all problems affecting the teaching profession in Europe. It therefore preferred the term " focus for educational co-operation in Europe ". This is not to say that it rejected the idea of a more fully developed information service. Indeed one of its specific recommendations was the expansion of the present facilities in order to increase the impact of its work in appropriate circles.

More generally, the philosophy behind its recommendations was that there should be a solidly based central secretariat not large enough to become a bureaucratic machine but adequately equipped to organise a limited number of priority projects and to promote the growth of a more decentralised co-operation between the twenty-one signatories of the European Cultural Convention.

In its view such a role, far from being inconsistent with the conduct of activities by other groupings (e.g. Nordic co-operation, possible activities of the Communities), could be of service to them by providing a focus for all those European countries which are closely linked by their cultural heritage and their general approach to educational problems.

The four main functions defined by the CCC in paragraph 4 of its opinion are not entirely new: documentation and information exists but in a somewhat embryonic form; exchanges of persons have also been promoted, but on a somewhat sporadic basis; contacts between and comparison of the different educational systems have been developed extensively since 1962, when they were only in their infancy; finally even a few projects of intensified co-operation have made their appearance in the last two years as a feature of the CCC's programme.

The problem, as the CCC sees it, is essentially one of degree and balance rather than one of kind. Thus particular stress is laid on the development of documentation and information as a basis for all purposeful activity and, to an even greater extent, on projects of intensified

co-operation leading to a common approach on the part of member countries and, where appropriate, to concerted action. It is here that resources need to be strengthened if a new phase is to open up.

As for the other two functions, the key words are " specific categories of persons " and " innovatory aspects ". In other words, the CCC recognises the need for selection and concentration and resolves to look even more carefully into the future impact of the work to be undertaken, when fixing its priorities. The first proof of this resolve is already present in the 1973 programme, which has eliminated certain ad hoc activities of a traditional type.

The CCC's call for a slight expansion of the second and third functions, despite its determination to be more selective in its priorities, is due to the fact that experience shows them to be a breeding ground for the more politically significant action described as " intensified co-operation ". In a field as complex as that of education and culture, where governmental action is not all-pervading, the net has to be spread fairly widely in order to catch the best fish.

In the last analysis, however, it is the determination to arrive at a common approach and concerted action that may be seen as the most significant feature of the CCC's proposals. In practical terms, it has the following implications.

1. The CCC wishes to have sufficient resources to carry out simultaneously at least seven " projects of intensified co-operation " in which all member States will participate financially and by the appointment of experts;

2. Apart from these collective projects, the CCC has decided to authorise the launching of " special projects " on problems of priority concern to smaller groups of countries. These countries will themselves finance and supervise the projects, without calling upon the central resources of the Cultural Fund (system of special accounts).

By this means it is hoped that certain problems which are of immediate interest to certain member countries of the CCC but which, for reasons of internal development, geographical situation etc. are of less immediate interest to others, can be carried out to the satisfaction of the former, without burdening the others with the cost and (this being a most important aspect of such an " open " system) without denying access to the results.

It should be stressed that this *système à tiroirs* does not involve the formal signature of " Partial Agreements ". It is merely a flexible working method rendered possible by the machinery of the Cultural Fund.

Both the collective " projects of intensified co-operation " and the " special projects " will have the same characteristics.

They will be based on a phased plan whereby an end result defined in advance may be reached by successive stages.

This planning will be so conceived that:

— intermediate results (e.g. authoritative reports) can be produced at regular intervals, thus ensuring a continuous " pay-off ";

— each stage of the work can be assessed by the responsible committee;

— a time limit is set for the completion of the project.

During its examination of Opinion No. 10, the CCC took into account fifteen possible special projects of intensified co-operation and instructed each of its permanent committees and steering groups to prepare concrete plans for two or three such projects, so that, if resources were made available, at least seven in all could be in operation as from 1974. Of these fifteen projects, two (permanent education and educational technology) were already, of course, in their initial stages, as foreshadowed in the annual report for 1971, and one (EUDISED) was half way towards completion. As a result of the deliberations of the permanent committees, the CCC will be called upon in March 1973 to approve a selection of the following collective projects:

1. Permanent education: pilot experiments (already launched);
2. Educational technology (unit/credit systems for modern languages and ecology);
3. EUDISED (well advanced);
4. Equivalence of university diplomas;
5. Curriculum reform and development in higher education;
6. Pre-school education and its connections with primary education;
7. Technical and professional education for the 16-19 age group, in the light of vocational mobility;
8. The content and structure of adult education;
9. The training of adult educators.

The only one of these projects which the CCC believes can be implemented on a full scale without additional resources in funds and staff is the EUDISED project.

In addition, ten member countries sent representatives to consider the aims, modalities and timing of a special project on the mobility of post-graduate students and research staff (see Chapter F, p. 60).

The final decision on the CCC's proposals must await the year 1973, when the CCC will submit detailed estimates of the cost of the projects selected, but it is already certain that the new phase of co-operation

advocated by the CCC will require a major policy decision on the part of the Committee of Ministers in the light of the other preoccupations of the Council of Europe.

Cultural development

Opinion No. 10 is almost exclusively concerned with the educational part of the CCC's work, as the term " Office of Education " would suggest. Indeed education accounts for 75 % of the CCC's expenditure. Hence the suggestion in Opinion No. 10 that the title of the CCC be changed to CEC (Council for Education and Culture).

However, 1972 was also a year in which important developments took place in European cultural co-operation, for in June a European regional conference of Ministers on the theme of cultural policies was held at Helsinki under the auspices of UNESCO.

There is a tendency to overlook the fact that a considerable proportion of the background material for this conference was supplied by the CCC, whose current cultural development programme corresponds very closely to the main concerns of the governments represented at Helsinki. Indeed, the Rapporteurs on certain key issues were experts who had worked under the auspices of the CCC.

The fact remains, however, that both the results of Helsinki and the present prospective programme must be carefully reviewed before the CCC can put forward a cultural development programme with the same characteristics as that advocated for education. For the time being, the CCC is assuming that it will also be possible to embark upon intensified co-operation in the field of cultural development in the foreseeable future.

One clear conclusion emerged from the CCC's discussions on this question at its 22nd Session (September 1972): the concepts of the role of the State and the individual in the promotion of cultural development were diametrically opposed as between Eastern and Western European countries. Consequently, however much agreement there could be on the nature of the problems to be faced and on the general objectives to be attained, ways and means of facing them will be different and the member countries of the CCC must develop their own programme of co-operation in this field, precisely to help governments to find the best methods.

As stated in the annual report for 1971, the European Art Exhibitions have been an outstanding feature of the CCC's programme for many years. The controversy concerning the future of this " traditional " activity and its relationship to the forward-looking cultural development

programme conceived in the last three years was resolved in March 1972 when the CCC decided:

(*a*) to adapt the exhibitions in future to the new conditions of cultural life by consulting, at the planning stage, representatives

— of the mass media;

— of cultural institutions and groups and organisations which had a part to play in this field (trade unions etc.);

(*b*) to invite member States to assume full responsibility for organising and financing future exhibitions: countries loaning works, recognising the importance and the necessity of co-operation, would bear the transport and insurance costs for the works loaned.

At the same time the CCC accepted with gratitude an offer by the Belgian Government to organise the 15th Exhibition in 1974 on the theme of popular art and traditions, a subject that seemed particularly appropriate to the new trend advocated above.

In so deciding, the CCC wished it to be understood that the new formulae referred to above represent an effort to continue the organisation of high quality European exhibitions while adapting them to present conditions. This implies that any government volunteering to organise a European exhibition sponsored by the Council of Europe would accept the revised arrangements.

Youth

By the end of 1971, the CCC's responsibility with regard to the two main developments in this field had practically come to an end, as mentioned in the annual report for that year.

However, it was in 1972 that its previous initiatives began to bear full fruit, for in June 1972 the European Youth Centre was installed in its own building, and in May the Committee of Ministers formally adopted the Statute of the European Youth Foundation (see Appendix C). Further details of these important events will be found in Chapter I.

Publications

Much has been said and written about the CCC's publications policy and of the difficulties which have arisen both in fixing objectives and ensuring their implementation. It will never be possible to assert that all such difficulties have been overcome. Without an investment out of all proportion to the resources of the Cultural Fund, the publications of the CCC cannot be made systematically available in all the major languages of Europe. Without a complicated system of distribution, taking account of the immensely diverse internal machinery of the member countries, the CCC must continue to rely largely on direct

channels of communication between the Council of Europe and the public and on whatever internal facilities each government can place at its disposal.

However, 1972 was a decisive year in that the CCC was able to examine the findings of an expert study on its publications problems and so both identify the problems still to be solved and specify (in connection with Opinion No. 10) the additional basic facilities which would be necessary to publicise more systematically the results of its work.

This is not the place to enter into detail. It may be said, however, that the decisions quoted in Chapter G have opened the way for a more consistent effort as regards both general publicity and the selection and diffusion of studies. These decisions have already helped to increase the spontaneous demand for the CCC's publications, and when the review *Education and Culture*, now produced in three languages, has been overhauled to provide more information on what the CCC's work can mean for practising educationists, this demand should further increase.

In this connection it should be mentioned that, after many years of close and cordial co-operation between the secretariats of the CCC and of the European Cultural Foundation in Amsterdam, it has been mutually agreed between the two organisations that they will publish separate information material. As a result, the review *Education and Culture*, hitherto published jointly, will henceforth be devoted entirely to the work of the CCC. The CCC wishes to record its keen appreciation of the contribution of the Foundation to this joint venture, which starting from a very modest base, has now built up a large circulation not only in Europe but throughout the world.

A. ORGANISATION OF EDUCATION

1. Pilot experiments in permanent education

The Steering Group on Permanent Education was set up by the CCC at its 20th Session to select, for study and evaluation on the basis of criteria established by the CCC, pilot experiments in progress in member States and to act as a body available to the three permanent committees for purposes of consultation.

The first meeting of the steering group, held in Strasbourg (18-19 July), was devoted to the selection of pilot experiments. Experts from thirteen member States concentrated their efforts on the definition of particular fields and aspects for study and on the examination of national pilot experiments illustrating practical applications and implications of the permanent education concept. Moreover, they discussed the planning and the preliminary timetable of visits to the selected pilot experiments.

A summary of the conclusions is given below:

The proposal of the Project Director, Professor B. Schwartz, (France) concerning a plan to be established covering from the outset every aspect of education from pre-school to adult education, was approved by the steering group.

After discussion, the following pilot experiments were selected by the steering group:

— elementary schools: group of schools in the United Kingdom;

— secondary schools: certain German schools in the *Land* of North Rhine-Westphalia *(Gesamtschulen)*;

— university studies: the Open University in the United Kingdom;

— adult education: the French community experiments:

- *Télé-promotion rurale* (educational television in rural areas);
- Lorraine iron-ore basin.

Where pre-school education was concerned, the members of the group were requested to inform the secretariat as soon as possible of any interesting projects which, to their knowledge, were in progress. Towards the end of the year first contacts were established with the Swedish authorities responsible for experiments in this field at Malmö.

The steering group recommended that national and visiting experts should co-operate intensively. For each experiment, it is expected that the authorities of the host country will appoint a representative or local agent to be responsible for practical arrangements for the visits.

The steering group was divided into sub-groups, each of which will deal with one of the selected pilot experiments. On the basis of the criteria accepted by the CCC and the analysis guide prepared by Mr. J.J. Scheffknecht (France), assistant to the Project Director, the sub-groups drafted preliminary questionnaires intended for the organisers of each pilot experiment.

Having examined the analysis guide and prepared the questionnaires, the steering group considered that if full and effective answers to its queries concerning each experiment are to be obtained, a dialogue should be established with the local agents and those in charge of each experiment.

During the visits, which will take place early in 1973, experts will draw up technical dossiers on each experiment. On the basis of these technical dossiers, the Project Director will prepare a consolidated report which will be discussed at the next meeting of the steering group and then submitted to the three permanent committees of the CCC for comment in autumn 1973. The first phase of evaluation will be completed when the consolidated report is submitted to the CCC in spring 1974 for adoption.

2. **The school and permanent education**

A symposium was organised by the French authorities at Pont-à-Mousson (11-18 January) under the auspices of the Council of Europe to discuss reforms which could be introduced in educational institutions with a view to increasing the effectiveness of further education in later life. The meeting was attended by representatives of twenty-one States as well as observers from OECD and the European Communities.

Ceaseless change, economic growth and innovation make it necessary for an increasing number of adults to go back to school in order to bring themselves up to date or to change their job or simply to understand developments and to keep up with their children.

Experience shows that such a resumption of studies encounters difficulties which are often insuperable, even when embarked on just after leaving school, and the school is taxed with not having made these adults capable of continuing their education nor even having inculcated in them a wish to do so.

In order that the school, throughout the primary and secondary stage, may encourage adults to continue their education, it must have an eye to the future; in other words it must:

— take all steps necessary to ensure that education in early childhood (pre-school and infant school) makes its irreplaceable contribution to later development, especially as regards equality of opportunity;

— place children and adolescents as far as possible in a position similar to that of the adult worker who, individually and jointly with others, has to come to grips with training problems as they arise in a changing world.

The main conclusions and recommendations were that:

— Education must be deliberately founded on the experience and immediate interests of each age, on the real problems (hence the need for a multidisciplinary approach) created for young people by their natural and human environment.

— Further emphasis must be placed on independence and the sense of belonging to a community: the pupil must not remember school as the place where he received instruction but as the place where he first took part in collective activities, where each one had his part to play, was allowed to have his say and share in responsibilities.

— In a school organised according to these principles and which opens on to the outside world, everyone must learn to work on his own, to make use of the most varied sources of information and of his own inventive faculties, and to work with others in small groups in which each helps the others, or in teams formed to carry out a group project.

— Remembering that education forms a whole, continuing throughout life, we must draw the proper inferences from that fact and see that, at each stage and for every child, the main effort is directed to the acquisition of knowledge that cannot be postponed without harm and which is best suited to his needs at the time — thus, for example, activities calculated to awaken curiosity and psychomotor education are in their right place in the primary school, elementary technical training needs to be added between eleven and sixteen years of age and preparation for family, economic and civic responsibilities is necessary in adolescence when many pupils are about to begin their working life.

— A course comprising these features, selected for their immediate interest, will not be of an encyclopaedic nature, nor will it claim to be complete, for it is characteristic of permanent education to be open-ended; it will provide at one and the same time fields in which to gain

an insight into methodology and a foundation for disciplines and attitudes of lasting validity, whether it be a matter of instruments for the acquisition and organisation of knowledge, receptiveness of mind, creativeness or the taste for innovation.

— Examinations which select by elimination must give way to methods of assessment aimed primarily at showing the pupil where he stands and what progress he has made, offering him guidance and indicating where he needs to start any further education in the immediate or more distant future.

— In the final stage of schooling, vocational education and general education must merge into one another in such a way that no one leaves school without some certificate of his attainments but no one is hemmed in by dead-end specialisation either.

— Lastly, teachers must be recruited and trained for the new role of " animateurs " and counsellors which they have to play in a school thus transformed into a preparatory institution leading to permanent education for everyone throughout his life. This is a vital point whose significance cannot be over-emphasised. In particular, the teachers themselves must constantly benefit from the permanent education for which they are preparing their pupils.

3. Relations between technical and vocational education and industry

At a symposium organised by the Swiss authorities under the auspices of the CCC in Wintherthur (26 May-2 June), delegates from nineteen member States tried to determine ways of stimulating and improving relations between school and industry with a view to promoting the technical and vocational education of young people.

The issues and problems raised were manifold: industrial needs and requirements, the part played by the school in meeting these requirements and the contribution that might be made by industry to the educational process.

At the symposium, " industry " was used in the widest sense of the term, covering activities in all sectors of economic life: processing industries and associated branches, the business world and public and private administration. Similarly " technical and vocational education " and " the school " were construed as comprising all establishments providing theoretical or practical instruction, whether public or independent institutions or firms. Both the school and industry are responsible for training young people. Yet often their methods and requirements conflict and neither of the two worlds have looked into the possibilities

The relations between school and industry with a view to promoting the technical and vocational education of young people were considered at a symposium held at Winterthur (Switzerland) (Photo: *Istituto per la Ricostruzione Industriale, Keystone, Rome*).

for co-operation and reconciling their interests. They must seek to co-ordinate the aims of the vocational education provided by teaching establishments with those of the job which the pupil would later perform.

The following conclusions were reached in the course of discussions:

— the pupil's education remains the focal point since he is the one who has to be provided both with purely vocational and practical training and with a general education;

— all teaching staff, whether in technical, vocational or general education, should in the course of their initial training spend some time in industry. In the case of specialised teachers, contact with industry should be kept up by means of refresher courses;

— one of the joint tasks of both school and industry was to inform and guide pupils in their decision on their future occupation;.

— in view of the complexity and high cost of facilities and the need for highly skilled teams of specialists, centres should be envisaged which would group together pupils either from an entire region or from a suitably large number of schools and firms;

— particular attention should be given to young people who had left school without receiving any vocational education;

— industry and the school should undertake joint psychological and educational research into technical and vocational education with a view to determining the most suitable teaching methods and resources;

— a study should be made of the unit/credit system so as to achieve some degree of rationalisation and harmonisation in respect of educational resources and methods of assessment leading to various qualifications.

4. **Diversified development of tertiary education**

In its Resolution No. 1 the 7th Conference of European Ministers of Education (Brussels, 1971) drew attention to the importance of "diversifying educational offerings"; it also called on the Council of Europe to "study the potentialities of systematic curriculum research and development in post-secondary education". The Committee for Higher Education and Research has formed a working party of five experts to consider both curriculum reform, and innovations in structure and organisation, in higher education. In 1972 this group met in Paris (22-23 February) and Oslo (6-7 July) for the second and third of a series of meetings in five capitals (Paris, Oslo, Bonn, Berne and London). The project will culminate in a consolidated report to the Committee

for Higher Education and Research, evaluating the results of experiments in tertiary education in the countries concerned, and comparing the various trends and alternative solutions.

On these two occasions the experts visited establishments and received reports from top-level administrators and teaching staff on the Universities of Paris and the recently established Norwegian Regional Colleges, respectively.

B. CURRICULA, CONTENT, SUBJECTS

1. Curriculum planning and development for upper secondary education

A symposium organised by the Swedish authorities at Karlskrona (5-12 May) under the auspices of the CCC examined various aspects of curriculum planning and development in two fields of study: science and human sciences, taking into account in particular questions such as objectives, methods, interdisciplinarity, evaluation and curriculum reform.

In attempting to identify changes which are needed in present curricula in upper secondary education and in discussing their implications, delegates from twenty member States formulated a number of recommendations, the most important of which are set out below.

Science

Pupils studying science at upper secondary level belong to different categories. It is impossible to draw a sharp distinction between these categories which include future professions ranging from teaching, research work, engineering, architecture, to administration and commerce. In examining in detail the knowledge, comprehension and skills which each category of pupils should master, the meeting considered any classification to be somewhat arbitrary. Nevertheless, the illustration in tabular form of objectives, methods and facilities for different categories provided a useful frame of reference to encourage curriculum planners to specify objectives and their implication in a more orderly fashion. A wide range of teaching methods should be developed in order to find the pattern most appropriate to the desired objectives and to the pupils of the 16-19 age group. Individual and group activities should also be encouraged.

As regards interdisciplinarity, an integrated teaching of physics, chemistry and biology at lower secondary level exists already in many countries. This is not yet the case for upper secondary level. There have

been only attempts to combine physics and chemistry in " physical science ". For pupils who are not going to specialise as scientists, the introduction of a team of teachers representing all branches of science would be useful. Co-operation between the natural and human science departments in schools on interdisciplinary themes and educational games should also be considered.

Noting that assessment could have backwash effects on teaching, it was recommended that assessment procedures should have " the minimum negative backwash and maximum positive backwash effects ". In this context, the purposes and types of assessment were reviewed. It was felt that, in assessment, emphasis should be placed on diagnostic assessment and internal continuous assessment methods which could promote maximum self-assessment by, and motivation of, the pupils. While it is essential to monitor non-cognitive development of individual students for orientation purposes, it is doubtful whether these ratings should be made available to people outside the educational system.

Curricula should be re-appraised at regular intervals and priority should be given to developing two-way communication between those engaged in curriculum development and practising teachers.

Human sciences

The following points are selected from the reports of the two working parties on the human sciences.

The study of human sciences should make pupils aware that societies undergo a continuous process of change not only in themselves, but also in relation to other societies. It should help them to understand the nature and causes of change, and to prepare them to be critically involved in it.

All pupils in upper secondary education should study a " common core " which would be supplemented by options. Within this " common core ", an important place should be given to the teaching of human sciences.

The learning process should be supported by a multiplicity of teaching methods and resources. Objectives cannot be attained without the active participation of pupils. Also, pupils should be given chances to do personal work on subjects freely chosen by them. They should be taught how to make use of information whether specifically prepared for schools or in a form commonly used in everyday life, such as official forms, directives, statistics etc. Field-work, case studies, simulation exercises and role-playing games were also thought to be helpful.

Various human science subjects can contribute to a programme of work. The following topics should be included in a wholly integrated human science programme: urbanisation and industrialisation, modern

political forms, ideas and their development, and such modern problems of world society as non-renewable resources, the modern forms of migration and minority groups, culture clash, automation etc. Each country would prepare its own list of topics which would have particular importance in its national context. In discussing questions relating to assessment, the participants stressed that premature imposition of external assessment procedures could have unfortunate backwash effects on fresh thinking about the purposes and scope of the human sciences. Internal assessment carried out within the framework of selected objectives, content, and methods would be both more useful and more necessary.

As regards curriculum reform, participants were in favour of continuous revision, stressing that this could be easily feasible within the existing institutional patterns. Teachers should be involved in the process of change. Consequently, they should have appropriate initial and further training. A dialogue both between schools and universities and between lower and upper secondary education would help to promote reforms and innovations.

2. The teaching of technology in secondary schools

Progress in education cannot be separated from economic, social, technological changes. Although science and technology have completely revolutionised many sectors of society, education has not received proportional benefits. The teaching of technology in secondary schools is arousing an increasing interest, in particular, in circles outside the school, such as the world of commerce and industry. Also it has been one of the main discussion topics at international level at several symposia organised within the framework of the programme of the CCC's Committee for General and Technical Education.

Delegates from seventeen member States and observers from the United Kingdom and Belgium attended a symposium held at Nottingham (22-29 September). Participants in various working groups discussed the contents of technological education and its place in general education, the organisation of technological education and the planning of technological information in Europe. The symposium furthermore examined questions relating to technological education in England and Wales, and, in particular, to the United Kingdom Schools Council's experimental " Project Technology ". The project states that technology is " a disciplined process using scientific material and human resources to achieve human purposes... It is essentially a design process, in which purpose, achievement, resources and restraints have to be considered ". In the Schools Council paper it is furthermore stressed that the " Project Technology " has been concerned with all aspects of the relationships

between technology and the various parts of the whole school curriculum. It has been concerned with project-type activities, and has had its effect upon the teaching of science and craft, but these subjects have not been its sole concern.

The working definition of " technological education " as used by the " Project Technology " was generally approved by participants. Nevertheless, it was felt that the examples given did not sufficiently illustrate the economic, social, aesthetic and historical background. However, it was generally agreed that many aspects of the work could be used with considerable benefit in school programmes in the member States. Participants, on the other hand, feared that there were still certain circles in the educational world who were unconvinced that technology must have a place in the education of every child.

The problem facing the educationist today is that of finding the best way of presenting recent advances and achievements, in particular in science and technology. Technological education, if appropriately introduced, would instil in pupils an awareness of technological forces and the need to control these forces which affect human lives and create environmental changes. It would involve school children of all ages and abilities in the technological design process enabling them to appreciate the value of resources as well as preparing them to tackle conflicting factors which they will face in life. Moreover, it would increase the academic and practical knowledge and skill of pupils and would consequently provide a realistic link between school life and the outside world.

In the light of these observations, participants made the following recommendations:

— Teaching of technology should be extended throughout general education in the lower and upper secondary stages. Some participants felt that member States should make it a compulsory part of education included within the basic subjects.

— Steps should be taken to set up working parties to examine the problems concerned with the training of teachers for technological education, particularly in-service training and the provision of material resources, at national and European levels.

— The possibility of setting up an international technology teaching centre should be explored as a matter of urgency. Its main task would be to publish a catalogue dealing with research, studies, documents supplemented by a description of teaching situations. The centre would also collect and disseminate material such as films, television programmes and other audio-visual aids.

— Research should investigate the role and the place of technological education in the whole curriculum, stressing in particular some of its aspects:

- the motivation of pupils of widely differing interests and abilities;

- the evaluation of technological education, with special emphasis on projects similar to the United Kingdom " Project Technology ";
- the close links between mathematics and experimental sciences with technological education; the relationship between theory and practice.

— The Council of Europe should assume an on-going policy for technological education and should promote the exchange of research workers in this field.

3. Religion in school history textbooks in Europe

University historians, specialists in history teaching, and sociologists met in Louvain (18-23 September) to consider this aspect of history teaching.

The purpose of the symposium, which was the first organisational contribution by the Holy See to the Council of Europe educational programme, was twofold: to determine the part played by religion in history in general, and to analyse the qualitative and quantitative presentation of religion in a number of secondary school textbooks.

These central themes were developed in two general lectures. The subject as a whole and its impact on the history of mankind was dealt with by Professor G. Parrinder, London. Three case-studies were selected from different periods and different sectors of human activities to illustrate this theme in greater detail: " Education and religion in classical antiquity " by Professor H.I. Marrou, Paris; " Religion and the *Risorgimento* " by Professor F. Valsecchi, Rome; " The influence of the churches on society in Germany since 1945 " by Professor M. Brecht, Tübingen, and Professor K. Repgen, Bonn.

The second lecture, " The treatment of religion in school history textbooks in Europe " by Professor A. D'Haenens, Louvain, was based on the findings of a team composed of historians. The material collected was intended: to stimulate the discussions at the symposium; to provide examples of the presence or absence of the various aspects of religion in history textbooks and to elucidate the importance, structure and function assigned to the religious phenomenon. Textbooks examined came from Belgium, France, the Federal Republic of Germany, Italy, the Netherlands, Spain and the United Kingdom. The great variety of European languages and the vast area of study make it difficult to give a full picture of the presentation of history in all countries and in all textbooks. In this context, three other case-studies were devoted to the question whether the selected textbooks give an accurate account of the

manner and extent of its subject matter: " The conversion of Constantine " by Professor M. Sordi, Milan; " The Reformation " by Dr. L. Hantsche, Duisberg; " Religion and the Enlightenment " by Professor T.L. Ortega, Madrid, and Professor M. Batllori, Rome.

Basing themselves on the reports and lectures, all participants were in full agreement that dogmatic, tendentious presentation should be avoided and that as much impartiality as possible should be achieved in the treatment of this subject in school history books. The participants were critical of the fact that religion had almost completely disappeared from most of the textbooks examined by Professor D'Haenens and his team, and from contemporary syllabuses. This absence, they felt, was even more striking, because religion had for centuries been the source of inspiration of many undertakings and works of art. An understanding of history would be quite incomplete without presentation of the religious element. A summary of recommendations adopted at the symposium is given below.

The religious phenomenon should always be presented in all its aspects. One should not limit oneself to an analysis of structures or to a problem of relationship with the political authority. It is undoubtedly necessary to adapt the presentation to the mental age of the students by taking account of recent research into the ability of pupils of different ages to appreciate abstract ideas. This may lead the teachers to place emphasis on one or another aspect, but there can be no question of confining oneself to the " structural " and " political influence " aspect, or even of maintaining a privileged place for this aspect.

The history teacher should not present one faith as being superior to all others, and especially those faiths which are far removed in space and differ widely in dogma and practice. If the textbooks used in Western Europe accordingly devote a pre-eminent place to European forms of Christianity (Catholicism, Protestantism, Orthodoxy) they should not lose sight of the role of other religions (Judaism, Islam) and their contribution to the development of European culture. They will thus serve historical truth as well as contributing towards a spirit of openmindedness and oecumenism.

It is desirable to show in the religions of the past and of other cultural spheres not only their original aspects but also what they had in common with the religions which are being practised today in the country where one is teaching.

Secondary school teachers will be unable to present the religious phenomenon if they are not introduced to it during their training in the same way, for example, as they are introduced to political economy. In this context, it was proposed that the CCC should organise a symposium on the initial and continued training of secondary school history teachers.

The solution of scientific and pedagogical problems raised by the adequate treatment of the religious phenomenon in history textbooks calls for various forms of co-operation, e.g. between scholars and teachers, between the CCC and the International Committee of Historical Sciences. Special reference was made to co-operation between scholars and teachers in the preparation of teaching packages illustrating the role of religion in history.

The symposium did not attempt to define the term " religion ". It was agreed that this task should be carried out by scholars: historians, theologians, philosophers, sociologists. The same was felt about the drawing up of a list of errors, distortions, omissions and clichés which mar textbooks. This matter too should be the subject of a joint examination by scholars from various subjects, members of different faiths, and agnostics.

4. **Reform of medical education**

A meeting of experts (Strasbourg, 20-21 June), jointly organised by the Division for Higher Education and Research and the Public Health Division of the Council of Europe, was attended by university teachers from fifteen member States and one official from a national public health service. Observers from international organisations, i.e. OECD, the Commission of European Communities and the World Health Organisation, as well as students representing the International Federation of Medical Students' Associations, also took part.

The present reform trends in member countries and recommendations or guidelines for the reform of medical education were the two main discussion items of the meeting. Nine national reports on " Reform and new trends in medical undergraduate education " constituted the basic working papers and were presented by the following countries: Federal Republic of Germany, France, Italy, the Netherlands, Spain, Sweden, Switzerland, Turkey and the United Kingdom.

Participants were unanimous in considering that the objectives of medical education need to be redefined. Medical knowledge expands very rapidly into very detailed specialisations. This situation calls for urgent reforms within the system of medical teaching, affecting in particular:

— the duration and planning of studies (shorter undergraduate education followed by post-graduate and refresher courses; more responsibility in participation in clinical work);

— curricula (selection of content; introduction of new subjects such as behavioural and sociological studies; more emphasis on the human aspect of medicine);

— teaching and evaluation methods (lectures supplemented by work groups and individualised instruction; use of audio-visual aids, continuous evaluation, careful computerised testing).

Emphasis must be laid on compulsory continued education and consequently the undergraduate period of training must be shortened. On graduation the student must be equipped to participate in further training in the particular branch of medicine of his choice.

In the light of these considerations, the meeting concentrated its discussions around topics such as *numerus clausus*, selection, curricula, teacher training, specialist training, new media and techniques. A summary of the main conclusions is given below.

The problem of numerus clausus

The simultaneous teaching of a vast number of students is a matter for concern, for both practical classes and close supervision are necessary if teaching is to be effective. At the clinical level, moreover, the examination of patients by a large number of students proves to be inefficient both from the practical and the social point of view. This would imply a severe reduction of the size of classes if students were expected to have personal contacts with their patients. Over-crowded classes will inevitably have serious negative results: either a severe and sometimes unjust in-course selection or an ill-trained surplus of future doctors.

Consequently, where for social and political reasons the intake of medical students cannot be restricted to accord with the proper facilities available for their efficient education, adequate steps should be taken to solve these problems, in particular those of in-course selection and of providing alternative careers.

All countries should attempt to estimate the future need for medical doctors. Proper training facilities could then be introduced in medical schools, accompanied by selection procedures.

Selection

Selection techniques should not be developed into a uniform pattern. The medical profession comprises a very large range of specialities, which require a wide spectrum of different skills and aptitudes. Research on flexible selection methods should be undertaken on a wide scale, for selection solely by secondary school performance is certainly neither efficient nor sufficient.

Curriculum design and evaluation

Although it is necessary to maintain medical education standards, at least at national level, it was agreed that flexibility in the concept and design of medical curricula is vital. Faculties must be given considerable

freedom to experiment. It would be sufficient to establish a fairly limited core curriculum leaving ample time for experiment and for introducing new disciplines, options and electives.

It was considered of the greatest importance that in all countries this core curriculum should contain the basic elements of community and preventive medicine.

Similarly, in preparing the curriculum for undergraduates, university faculties should seek and collect information from various sources such as students, recently qualified physicians from outside the faculty, practising community doctors and responsible lay opinion. This, and co-operation between educational authorities and health services would reflect the needs of society to a greater extent than at present and would provide a continuous stream of ideas for the modification and adjustment of objectives to be attained in faculty curricula. Once these objectives are defined, faculties would be enabled to design the details of their curricula. It was felt also that some system of regular feedback from students should be built in.

Any decision on the curriculum, traditional or newly introduced, should be carefully evaluated to assess whether its effect is in accordance with the overall objectives laid down. At a technical level evaluation is needed to determine continually the effectiveness of different educational methods.

As for the more highly gifted, interested and well-motivated students, possibilities should be made available for them to study the relevant subject matter in greater depth.

Teacher training

Teachers of medicine, at undergraduate or post-graduate level, should receive instruction in teaching, learning and assessment methods.

5. **Reform of dental education**

Another scientific subject treated during 1972 from the point of view of curriculum reform was dentistry. The main conclusions of a meeting of experts held in Strasbourg (14-15 December), to consider a study prepared by Professor Naujoks of Würzburg University, were:

— dental education should be provided in association with medical education;

— dental schools should take an ever increasing part in the continuing education of dental practitioners;

— more reliable methods of pre-selection should be urgently studied;

— programmes of dental education should be closely related to the needs of society;

— mobility of dental students, dental teachers and practising dentists might be facilitated by European agreement on:

- academic training in dental schools at university or equivalent level where research is conducted;
- a list of subjects of instruction.

Studies on pharmacy and accountancy curricula were commissioned for similar expert meetings to be held in 1973.

6. **Environmental studies (ecology)**

In the context of the concern of the Committee for Higher Education and Research to promote newly emerging disciplines, a meeting of experts was held in Strasbourg (30 November-1 December) on " The role of the university in the teaching of ecology and study of environmental problems ". The main conclusions reached were that:

— all students entering the universities should be given the opportunity to follow an introductory course on environmental problems;

— courses on environmental problems should form an integral part of studies such as law, medicine, social sciences, natural sciences, economics, engineering, geography, theology, technology, agriculture, and town and country planning;

— at post-graduate level proper environmental study courses should be offered. They should stress the interdisciplinary aspects of environmental problems. Admission to these courses will require a certain amount of previous study.

7. **The functional and cultural relevance of adult education**

The problem of the relationship between employment and training, or rather of benefiting from training courses in working life, was discussed by experts at a meeting held in Strasbourg (1-2 February) on " The functional and cultural relevance of adult education: common trunk possibilities in vocational education, unit/credit systems ".

In particular they:

— examined the conclusions of two preliminary studies on " Conceptual and technical problems of long-term educational planning ", by Professor W. Clement, and " Job classifications and common trunk training courses ", by Professor J. Vincens;

— made proposals for a system of recurrent education for adults.

Experts considered that all students entering the universities should be given the opportunity to follow an introductory course in environmental problems (Photo: *United States Information Service*).

If the education of adults is to be seen as a continuous process throughout working life, its subject matter must be rearranged in flexible but coherent systems designed to satisfy the needs of the individual and society. Learner-centred education (i.e. education adapted to the individual's problems and interests), participation, concerted action and the individualisation of education are the keynotes of a policy of recurrent education. The improvement of the vocational and cultural standards of the working population should contribute to facilitate occupational mobility and enable individuals to master the problems arising from socio-economic and socio-cultural change. This will obviously affect institutions and entail the use of more advanced forecasting and planning techniques than were required in first-generation educational planning.

The rational preparation of such a development pattern implies preliminary investigations and research in several fields briefly indicated below.

Permanent education and access to employment

The various job descriptions and classifications existing or in preparation in the member countries should be extended and studied thoroughly. To avoid numerous difficulties it is essential to start giving thought to the relationship between permanent education and the means of access to employment. A study of the means of access to employment should analyse both the traditional training system and that based on permanent education.

Professional flexibility and mobility

The constant change in the content of certain jobs, the emergence of new jobs and the transformation of the organisational structures of trade and industry, the civil service etc., is a familiar problem. How is it to be faced? The main task is to identify the factor favouring adaptation to the future evolution of jobs (" key qualifications ") and draw the consequences for education. It will also be useful to make an inventory of all current or recently completed research on the flexibility and mobility of trained labour.

Research on the interdependence between the length, contents and level of apprenticeship on the one hand and mobility on the other should be directed towards filling existing empirical gaps. For some years research has been conducted in a number of countries on the questions of mobility, substitution, transfer and flexibility. By far the most fruitful research relates to the effective inter-occupational mobility of workers with the same training, the similarity or identity of the contents of various training curricula, the varying practice of employers as regards appointments and the classification of workers with alternative potentialities. This acquired practical knowledge should be made available for future use at all three stages: i.e. initial training, further training and advanced training.

Another important task will be the analysis of problems connected with the development of training curricula and the application of the principle of learner-centred education. In this connection studies should be undertaken on:

— breakdown of training curricula into interest-based units;

— key qualifications;

— the construction of common trunks.

By the end of 1972 a preliminary study on " key qualifications in basic and further education " and a preliminary " survey of research on occupational flexibility " had been produced. These will serve as the basis for more detailed studies to be undertaken in the course of 1973.

C. THE TRAINING OF TEACHERS AND ANIMATEURS

1. New trends and prospects in the training of teachers

Experts from Belgium, France, the Federal Republic of Germany Netherlands, Sweden and the United Kingdom met in Strasbourg (6-7 June) to discuss the possibility of bringing up to date the study entitled " The initial training of teachers " (J. Majault, 1965) and to recommend the particular problems in this field requiring study over the next five years.

The conclusion reached by the group, which took recent material published by OECD into account, was that there was a need for a complete European survey of initial and further training methods. Such a survey should be published in two parts:

(i) a descriptive part in three sections: pre-school and primary, secondary and technical, specialised training (e.g. for teachers of handicapped children and children with communication difficulties, including children of migrant workers), surveying, country by country, the methods and forms of teacher training in Europe, including trends and prospects already considered; and

(ii) a prospective part, analysing and commenting on new problems, methods and policies in the training of teachers in Europe.

It was strongly recommended that the survey should be kept regularly up to date. This was particularly necessary for the descriptive first part, which could appropriately be published as a mimeographed document, or in a loose-leaf format to facilitate revision.

The title suggested was " New policies for the training of teachers " *(Nouvelles politiques de formation des enseignants)*.

These proposals were confirmed by the Committee for General and Technical Education at its 11th Session (23-27 October).

2 Multilateral scholarship scheme for the participation of foreign nationals in national teacher training short courses

Opinion No. 10, adopted at the CCC's 22nd Session in September (see Appendix B) affirmed that the exchange of certain categories of persons was one of the appropriate functions for an " Office of Education " (focus for European co-operation in the educational field), and 1972 witnessed the rapid development of the pilot project launched in 1971 by the CCC in response to an offer by the United Kingdom authorities to admit fifty teachers from other member countries to in-service training short courses.

The success of the first experiments was such that the United Kingdom Government offered not only to admit a further hundred such teachers but also to assume their travel and subsistence expenses, while the incidental expenses of an additional sixty, attending on the same basis as the original fifty, would be assumed by the Cultural Fund. The scheme also assumed a multilateral dimension following an Austrian offer to admit fifteen foreign teachers to similar courses.

By the end of the year Switzerland had joined the scheme by offering fifteen such scholarships for 1973, by which time the number offered by the United Kingdom had been doubled to two hundred.

This scheme, besides adding an invaluable European dimension to national teacher training courses, offers an example of how the Cultural Fund can play a " pump-priming " role in launching an operation, whose costs can then progressively be assumed by the participating countries, while the Council of Europe Secretariat retains a relatively modest administrative function as " clearing house ".

3. European centre on language teaching

As a follow-up to the recommendation on European centres adopted at the 10th Session of the Committee for General and Technical Education, mentioned in the 1971 annual report, the United Kingdom Centre for Information on Language Teaching and Research agreed to assume a European role. The following statement was inserted in the report of the committee's 11th Session (23-27 October):

1. " In June 1972 an agreement was signed between the Secretary General of the Council of Europe and the Centre for Information on Language Teaching and Research (CILT), established in London. This provided for CILT to undertake the functions of a European centre for research information on modern language teaching.

2. As from April 1972, the British Government has made additional funds for this purpose available to CILT which has already acquired additional staff for the work.

3. Under the agreement, the Council of Europe has undertaken to inform the governments of member States of the project and to request them to nominate agencies or offices in their countries with which CILT can co-operate. Initial steps have already been taken to nominate such agencies in Norway and Switzerland, and it is hoped that other countries will be able to participate in the near future.

4. Procedures for handling information will be agreed between CILT and the designated participating agencies, which will require technical discussions between CILT and each in turn.

5. While it is understood that in the early stages only a few countries may be able actively to contribute to the *input* of information (which presupposes the co-ordination of data about current research within their own borders), others may be ready rather sooner to designate agencies to *receive* information from CILT for further distribution internally.

6. Since 1966 CILT has developed a comprehensive register of current research restricted to Great Britain which will form a contribution to the projected European register. As soon as effective communications can be established with responsible national agencies, new information can be incorporated and existing information made available."

The Swiss delegation to the committee announced that the Berne Centre intended to take advantage of the new arrangement with CILT and that CILT's director was cordially invited to come to Berne. National centres are also being established in the Netherlands and Norway.

4. Methods of managing socio-cultural facilities to be applied in pilot experiments

A symposium organised by the Italian Government at San Remo (26-29 April) under the auspices of the CCC brought together some sixty participants, comprising delegates of twenty-one member States, Rapporteurs and observers. The aim of the meeting was to discuss:

— methods and techniques for analysing motivations and needs for socio-cultural animation in specific social contexts;

— methods and techniques for developing and carrying out socio-cultural activity programmes adapted to particular types of facility and specific social contexts;

— problems in assessing socio-cultural experiments.

All the European countries are at present making efforts to find new ways forward in the field of work known as socio-cultural animation. They are seeking more effective methods and facilities, trying to identify the qualities and skills that make a good animateur, searching for forms of training which will promote these qualities and skills. Reflecting the interest of national delegations, the cultural development programme of the CCC has come to include a substantial element concerned with facilities, methods and training for socio-cultural animation.

To this effect, the San Remo Symposium proposed a number of guiding principles for the future:

— Socio-cultural animation presupposes a cultural policy based on a desire for " cultural democracy ". It assumes acceptance of that aim at all levels and the will to bring the spheres in which decisions are taken ever closer to the persons and groups, the quality and meaning of whose lives are concerned.

— Socio-cultural animation is comprehensive and encompasses fields extending beyond those of leisure and education as we understand them today. Links will undoubtedly have to be established with all educational institutions with a view to permanent education; but such links must not restrict the independent nature of animation.

— The experimental character of socio-cultural animation must not imply any limitation of its scope. The aim must be progressively to create a complete network covering the whole of each national territory.

— As research, the analysis of needs, the programming of activities and the evaluation of results are all part of animation as whole, methodologies, the freedom of action given to persons and the consultation carried on in each of these spheres must be in accordance with the principles of animation itself.

— Socio-cultural animation cannot be " authentic " if it restricts participation solely to short-term programmes. It presupposes the widest collaboration between the persons involved in these programmes and local, regional and national authorities responsible for carrying out a policy in this matter. The action such authorities take must, to an increasing degree, be determined by contractual decisions binding on the partners after frank negotiations between persons able to express themselves freely in the defining of aims and methods.

— An animateur's functions are complex: they call for a combination of technical abilities, a welcoming manner and a sense of responsibility towards the communities in his charge and towards the political and social institutions. But that responsibility must not restrict his autonomy. One the contrary, because of its very complexity, the animateur's function makes it imperative that he should enjoy a high degree of independence in his work.

The status and permanent training implied by these different requirements make research with a view to new innovative and flexible regulations urgently necessary.

The Council of Europe was strongly urged to promote the development and extension of pilot experiments in all the member States of the Council for Cultural Co-operation. Experimentation on a vast scale would have the advantage of clearly defining the outlines, aims and limits of the socio-cultural animation now taking shape. That would provide a valuable source of information and experience which the Council of Europe could undertake to assemble and disseminate widely. Though it is not intended to propose a rigid frame of reference, it does seem necessary to define, in the near future, a minimum statute to be drawn up in collaboration with the national and local authorities to protect these experiments over a period of time to be specified. It also seems desirable that such experiments should be chosen by mutual agreement between the parties concerned (Council of Europe, governments, animateurs). The future procedure might be based on the measures devised for the experimental study of the cultural development of twelve European towns.

The Chairman of the Committee for Out-of-School Education and Cultural Development reported on the results of the symposium to the UNESCO Conference on Cultural Policies in Europe (Helsinki, June), in his capacity of observer on behalf of the CCC. The CCC's work in the cultural development field provided the basis for many of the recommendations adopted by this intergovernmental conference.

D. EDUCATIONAL TECHNOLOGY

1. Co-production of teaching material for schools

This activity, co-ordinated by a special advisory group set up by the Committee for General and Technical Education aims to reduce production costs, which are very high at national level, and, by the exchange and distribution of these materials, to introduce into education a more European outlook, thereby contributing to international understanding. The advisory group met at The Hague (19-20 June) and Strasbourg (12-13 December) to assess work in progress and make proposals for the future.

In 1972 co-production projects for audio-visual aids made progress in the following fields:

Geography

Following an initial series of films on European countries for which little or no material existed previously, a second series is being prepared on geographical regions extending beyond the confines of national boundaries. A third series of films and teaching material was started on " Transport and power in Europe ".

Physics

Three series are in production (" Wave-particle duality ", " The earth in space " and " Electrostatics "). A new series devoted to " Relativity " was started. The next subjects envisaged are " Physics of solids " and " Integrated science at primary level ".

Biology

To follow up the series " The living cell " (12 films produced), a series on " The living body " (2 films already produced) was begun in 1971. The next subjects envisaged (subject to the approval of the CCC)

are " The living plant ", " The anti-drug campaign " and " Sex education ".

Teaching and teachers

The group of experts which had been working since 1964 on research and the co-production of teaching aids for teacher training, completed its activities in 1972. Two new restricted groups have been formed, one dealing solely with the production of material, the other with educational research and innovation with regard to training, further training and re-training of teachers.

Moreover, seven experts attending the Symposium on the Teaching of Technology in Secondary Schools (Nottingham, see Chapter B above) made a selection of audio-visual material on this subject at a specially arranged viewing immediately following the symposium, and recommended the setting up of a group of experts to establish a system of co-production of media with a view to:

— preparation of audio-visual aids, as already provided for various education subjects;

— information, through the mass media, on technological developments in member States, pointing out similarities and differences;

— information and training of present and future teachers of technology.

To this end, the educational objectives of this co-production should be well defined by specialists from member States and submitted to the advisory group.

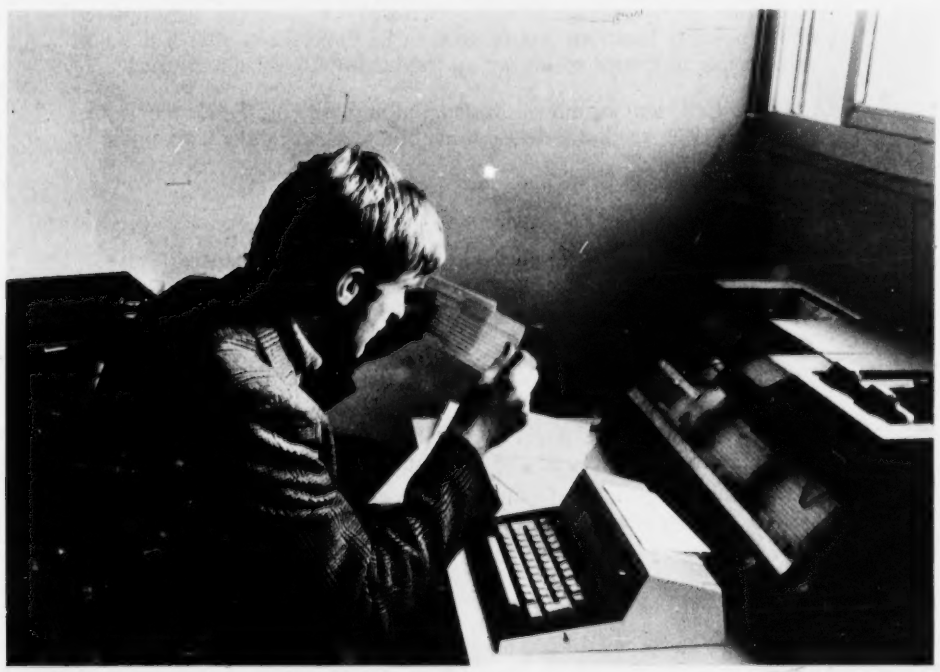
All the activities of the Committee for General and Technical Education in the field of modern teaching aids for schools, including multi-media systems, to which a symposium will be devoted in early 1973, were considered by a group of experts on pedagogical innovation by new means and methods (London, 23-24 November).

The subject of resource centres in schools *(mediathèques)* was proposed for early study, starting in 1973, when the Secretariat would send a questionnaire to governments.

2. European institute for the development of multi-media distant study systems in higher education

A working party of the Committee for Higher Education and Research on multi-media distant study systems, composed of members of the CCC's Steering Group on Education Technology, was instructed by the CCC in March to undertake the study requested by the Committee

The setting up of a European institute to promote the development of distant study systems in higher education was recommended in a study undertaken at the request of the Committee of Ministers (Photos: *United States Information Service and Institut de Recherche et de Documentation Pédagogiques*, Paris).



of Ministers, into the feasibility of setting up the institute (" Television University ") proposed in Recommendation 650 of the Consultative Assembly.

Meetings were held at the headquarters of the British Open University (Bletchley) in March and the *Deutsches Institut für Fernstudien* (Tübingen) in July, and members of the group compiled national reports based on an enquiry conducted among possible users in member States. After consultation with the Steering Group on Education Technology, which met in October, a consolidated report, prepared by Mr. A.R. Kaye of the Open University, was approved by the Committee for Higher Education and Research in November.

The report concluded that the creation of such an institute, legally independent, but possibly under the auspices of the Council of Europe, would answer a real need, which was likely to become more pressing with the passage of time. The institute, which could hardly be described as a university, as it would have no full-time students, could function on a fairly modest scale, at least for an initial period, during which it could fulfil the priority functions of an information and documentation service, collecting a wide range of multi-media teaching materials, as well as organising meetings and training courses. More ambitious functions including the co-ordination and initiation of research and the planning of multi-media distant study systems might be considered at a later stage. The group considered the various possibilities for the location of the proposed institute (attached to an existing national institute or international organisation or built up from scratch in separate premises placed at its disposal by a member government). An implementation study including costings based on different assumptions about possible locations would need to be undertaken after a decision of principle in favour of setting up the institute had been reached.

The CCC will examine a draft opinion, based on these conclusions, in March 1973, so that a decision may be reached by the Committee of Ministers.

3. Role of correspondence tuition within multi-media learning systems

At a symposium organised at Bad Godesberg and Berlin (20-27 September) by the Federal German authorities, under the auspices of the CCC, delegates from sixteen member States and a representative of the Committee for Higher Education and Research examined, in particular, four aspects of the problem:

— the integration of education by correspondence in an overall system of education (permanent education);

— the integration of education by correspondence in multi-media systems;

— curriculum development, unit/credit systems;

— the mechanism of control, evaluation, certificates (relation between " occupational profile " and " educational profile ").

The terms education by correspondence or " distance teaching " connote systems of teaching and learning based mainly on non-personal media, whose efficiency for student performance is controlled by two-way communication (feedback). Terminological confusion, however, arises from the fact that these media are also used in face-to-face tuition and conversely, that traditional distance teaching is supplemented by face-to-face methods.

Distance teaching is of growing importance, especially in post-school education, for the following reasons:

— it provides greater flexibility than formal schooling because it is able to react to the increasing demand for education faster and more effectively;

— it enables optimum use to be made of learning psychology and educational technology;

— it holds out prospects for introducing a systematic strategy of apprenticeship in accordance with the most modern principles of psychology;

— it is likely to be more economical than conventional systems;

— its appropriate control by the educational authorities will increase the public's confidence in it.

In the development of multi-media forms of instruction to encourage supported self-education, distance teaching and face-to-face tuition should not be regarded as conflicting techniques.

Little consideration has been given to distance teaching so far in educational planning. Main reasons for this are the lack of statistical data (analysis of target groups, institutions, courses offered, cost, efficiency etc.) and the lack of basic research (e.g. motivation for learning, taxonomy of applications suited to education goals). Also, certain countries have not yet established adequate co-operation between State authorities and distance teaching institutions.

On the basis of the considerations set out above, the participants made the following recommendations:

— In each member State an institution should be made responsible for research, development and experiments in distance teaching as well as for the collation of information and dissemination of its results to all other interested bodies. This institution should also promote the development and implementation of unit/credit systems in the country.

— Member States should, whenever necessary, supervise the quality of distance teaching. This control should also cover the contractual relationship between students and the institution providing this teaching. Likewise, guidance should be provided for students in educational and professional matters.

— Educational planning at national level should take into account the contribution which distance teaching can make to the improvement of education and in particular to the development of multi-media systems.

— Unit/credit systems must be elaborated and greater use must be made of them as essential elements in individualised education. They enable students to select subjects and a rate of study suited to their needs and interests and to gain full benefit from any studies they have engaged in outside the traditional educational system.

— Central institutions concerned with the development of multi-media systems as a whole should also engage in research and development in the field of unit/credit systems and their applicability at all stages of education. Questions relating to the transferability of units/credits from one educational establishment to another, and, indeed, between countries should be seriously studied by educational planners and administrators.

— Recognising that educational technology and systems analysis are basic tools for the study of didactic problems concerning multi-media methods, the consequences of such techniques should be accepted in tackling some of the problems which beset distance teaching. These are:

● When decisions are to be made regarding the choice of methods to be employed in meeting educational needs the objectives of the course should not be the sole determinant of the methods chosen. The availability of the respective media, comparative cost analyses, as well as individual needs, should be considered in devising an individualised learning situation which is as efficient as possible within the available resources.

● The combination of distance teaching with phases of face-to-face tuition should be compulsory for the educational institution and the students only where necessary when all other possibilities of distance teaching to achieve the learning goals have been exhausted.

● Special attention should be paid to the instruction and training of the teaching staff responsible for giving face-to-face tuition when such tuition is planned as an integral part of distance teaching or as a supplement to it, so that face-to-face tuition pedagogically forms a homogeneous whole with the other distance teaching media.

● The development of distance teaching and the implementation of permanent education entail social measures, such as facilities to participate in the training courses during work-time, educational leave,

scholarships etc. Students should, moreover, be associated as far as possible with the definition and forms of implementation of these educational courses.

- The introduction of new educational systems, especially multi-media systems, may entail heavy expenses; the costs of such systems must be assessed in relation to the number of users and pedagogical efficiency, and this requires a thorough study, both technical and financial, of the hardware and software involved.

— In the implementation of the above proposals and recommendations the setting up of a European institute or centre for distance teaching would help to:

- provide as comprehensive a documentation as possible one ducational programmes available in Europe, regardless where and by whom these programmes are prepared and produced;
- perform co-ordinating functions with a view to progress towards a definition of common unit/credit systems, at least in certain fields;
- facilitate co-ordination and promote co-production of European education programmes;
- act as a European bank for educational programmes widely open to all countries.

— The Council for Cultural Co-operation for its part should facilitate the co-ordination of research and development work undertaken at national level and assemble the statistical data collected by national institutions in order to establish distance teaching on a scientific basis.

4. A European unit/credit system in the field of adult language learning

Three preliminary studies dealing with theoretical and methodological aspects of adult language learning within a unit/credit system constituted the basis of discussions at a meeting in Strasbourg (11-12 September) attended by experts from seven countries. These studies are:

— " A model for the definition of adult language needs " by R. Richterich. The paper lists the elements needed to serve as reference points in the analysis of objective language needs. It also proposes a method for defining the content of the learning units and their pedagogic strategies. It is an open model, non-language-specific, applicable to the maximum number of individual cases.

— " The linguistic and situational content of the common core in a unit/credit system " by D.A. Wilkins. This study attempts to define what grammatical knowledge of language is required by virtually all

types of learners (common core) as a basis for the subsequent learning of situational units. The paper rejects the idea of attempting a synthesis of existing grammatical syllabuses or of creating a new syllabus along traditional lines. It proposes instead a national approach whereby the question is asked: " What does the language learner want to communicate through language? "

— " Proposal for a definition of a threshold level in foreign language learning by adults " by J.A. van Ek. The study suggests, in operational terms, a basic competence level (or threshold level), i.e. the lowest learning objective in the framework of a unit/credit system. The threshold level is defined in terms of the linguistic content and the terminal behaviour of the successful learner.

Approval of these studies marked the end of the first phase of this project. Participants then agreed on further steps to be taken within a development and research programme aiming at investigating the feasibility and planning the introduction of the unit/credit system.

The work in this next phase will primarily consist of preparing a model for the operational specifications of adult language learning objectives in terms of communication situations. This model will be exemplified by a detailed specification of the content of the threshold level of competence in English and possibly also in another language.

Participants furthermore discussed the preparatory work for the symposium which will be held in Austria in 1973 as a fact-gathering and opinion-sounding step within the development and research programme. The symposium should be the focus of a working programme which is to provide — on the basis of a questionnaire and of sample surveys — statistical data and relevant information on existing provisions for language learning by adults in member countries.

At its 3rd Session (6-10 November), the Committee for Out-of-School Education and Cultural Development approved the second phase of the project as proposed by the experts.

Consequently a contract has been offered to a full-time research worker, Dr. Klaus Bung of Selwyn College, Cambridge, UK. In addition supplementary studies will possibly be undertaken. Dr. Bung will carry out his research under the supervision of the Project Director, Professor J.L. Trim, and his assistants (members of the group of experts) who are responsible for the planning and implementation of the unit/credit system.

E. RESEARCH ACTIVITIES

1. Research into the education of the 16-19 age group

The main aims of a symposium, which brought together researchers and officials from education ministries, were to draw up an overall picture of the state of research into the education of the 16-19 age group; to review the problems which teaching and guidance in the upper secondary school raised for researchers in such areas as subject matter taught, methods, attitudes of teachers and students; and to contribute to drawing from these problems conclusions which would be of use for future research and/or future policy concerning the education of the 16-19 age group.

Eighteen member States were represented at this symposium, organised at Sèvres (2-6 October) by the French authorities under the auspices of the CCC, as the third in the series of research symposia launched by the ad hoc Committee for Educational Research.

Professor H. Janne presented a paper on the sociological aspects of the education of this age group; Professor F. Edding and Professor S. Henrysson on the economic and psychological aspects respectively. Professor J. Wrigley discussed curriculum planning, and Mr. L. Géminard dealt with new developments in technical education. These papers served as the starting point for intensive group discussion. Mr. L. Legrand, at the end of the symposium, summarised its results.

The participants were particularly concerned that the bodies deciding on the broad lines of the curriculum for the 16-19 age group should be as representative as possible. They felt it essential that teachers be fully represented in this process, not only because of their special knowledge and experience but also because it was they who would have to implement the curriculum. The symposium noted that, since the education of this age group had so many implications for the whole of society, it was also necessary that the views of many other agencies be taken into account.

As it was vital that any new curriculum should commend itself to the students, every effort should be made to take into consideration their views also. Curricula should, in any case, be kept constantly under review.

There was general agreement that the educational structures should favour a system of continuous guidance which would take into consideration behavioural changes and the acquisition of new knowledge, in order to facilitate the integration of young people in the field which suited them best, and to allow them to leave school at various levels of attainment after having received a preparation for entry into gainful employment. The structures should be conceived with lifelong education in mind, and in this spirit ample time should be allowed for individual study or team work. There should be induction courses for those who wished either to benefit from an educational system after leaving school, or to change course by varying their choice within the framework of the basic options.

The symposium envisaged a system whereby all young people would receive a minimum instruction in the following subjects: mother tongue, a foreign language, mathematics, science and technology, the latter being interpreted in a broad sense. A very important place would be given to options, which should never be looked upon as being of subsidiary importance. The choice of an option should not constitute a move towards specialisation, except in the case of direct preparation for gainful employment. The option system should be considered as a method of approach permitting the study in depth of an area which corresponded to the interests of the students. The organisation of studies and the allocation of time should be compatible with the demands of an interdisciplinary approach. Indeed, within the full-time education system technical and vocational training should not be organised in isolation.

Training for industry should be integrated into the whole educational process. Although industry should be free to define in exact detail the final, or specialist, training it required, the State had the duty to see to it that basic training and education made a meaningful whole. This basic vocational education and training should not be too general nor too academic, and it should be arranged and recognised in such a way that young people could take up further study or training for up-dating, up-grading or retraining in their jobs.

Participants made the point that it was idle to hope for innovation in an education system as long as examinations remained unchanged, and were disappointed at the small amount of progress made towards getting away from traditional examinations. It was stressed that assessment techniques must be tailored to the needs of individual work, as it was an essential feature of the education of the 16-19 year olds that they be encouraged to work more and more on their own initiative and

to assess their progress themselves. Participants felt that one way of reducing the impact of examinations on curricula would be to reduce the competitive pressure for places in certain institutions of higher education. There was general agreement that particular attention should be paid to providing for assessment by the teacher, the school and not least by the student himself, although it was noted that the problem of external standardisation required fuller study. It was recommended that greater priority be given to the task of adapting evaluation procedures to the kind of educational experience envisaged for this age group.

Furthermore, the symposium made several suggestions concerning areas that needed further research. Two in particular were mentioned: the effectiveness of guidance and counselling, and the extent to which the inclusion of the study of technology within general education at lower secondary level could enrich that education and at the same time serve as a basis for further studies for those choosing a technical career. In addition, further research should be undertaken into curricula with options that would secure varied educational aims and yet provide a balanced education, into the planning of curricular elements in distinct units so as to enable the students to receive credits for progressive success, and into the construction of model curricula patterns with common cores suited for industrial, commercial or social education.

2. Aims and objectives of higher education

Promotion of research into the aims and objectives of tertiary education is a constant concern of the CCC's Committee for Higher Education and Research, since it is clear that efforts to reform structures in this field presuppose some agreement on these fundamental considerations.

Experts (university teachers or research workers) from eighteen member States met in Strasbourg (24-25 May) to consider study courses in law and the sciences from this point of view. They recommended that:

— law departments and the science faculties should not only transmit knowledge but, above all, provide students with the instruments to solve complex problems;

— studies should be undertaken on ways of defining a minimum set of intellectual skills indispensable for practising as a teacher, as a research worker, as a lawyer and as a scientist.

The first step would be the preparation of an inventory on the basis of the experience gained by law practitioners, their clients, and the scientists. These skills should then be translated into active operating tests in order to develop them in students.

At the same meeting the statutes of a new international association, drawn up by a working party of five experts, were adopted.

3. European Association for Research and Development

"The European Association for Research and Development in Higher Education" is a non-governmental and non-profit-making organisation established in Switzerland.

Its main purpose will be to promote research into higher education and assist universities and similar institutions in deciding their aims, structures, curricula, teaching and evaluation methods, whilst taking account of social and cultural trends and needs. It will also foster exchanges of research information and promote joint activities including the training of staff for work in higher education institutions.

Membership will be open to research workers and institutes specialising in research into higher education, planners, national and international agencies for research in post-secondary education, as well as information and documentation centres in this field.

The Association will arrange European conferences and study groups, publish reports and other documentation and promote co-operation and exchange visits between research workers engaged in research into higher education.

Its funds will be provided by subscriptions, the sale of publications and contributions from private and official sources. The Association will be administered by an Executive Committee and it will set up a General Assembly to be convened every two years.

The founding members of the Association, whose Executive Committee was constituted at the meeting, come from the following member countries: Denmark, the Federal Republic of Germany, Finland, France, Greece, the Netherlands, Spain, Sweden, Switzerland and the United Kingdom.

This is the third non-governmental organisation to have been created under the auspices of the Committee for Higher Education and Research. The European Photochemistry Association and the League of European Research Libraries (LIBER) were set up in 1970 and 1971 respectively.

The Committee for Higher Education and Research continues to co-operate with these bodies in the execution of its programme. Thus in 1972 it organised a meeting (6-8 June) of members of LIBER to study the possibilities of co-operative cataloguing.

F. MOBILITY AND EQUIVALENCE

1. Mobility of post-graduate students and of higher education staff and research workers

The CCC's Committee for Higher Education and Research pursued its work in this field in 1972, drawing inspiration from Resolution No. 2 of the 7th Conference of European Ministers of Education (June 1971), and during the course of the year convened a meeting of experts (23-24 November), to advise the committee on its future programme in this field and particularly on ways and means of implementing previous recommendations and promoting short-term mobility (of up to two years) which, being unlikely to result in a change of status for the persons concerned, raises fewer obstacles.

The experts made the following principal recommendations:

— A digest of previous recommendations on mobility should be brought to the attention of governments and universities, and an enquiry should be carried out as to what steps had been taken to implement some of them.

— The promotion of short-term mobility should follow a number of principles contained in a discussion paper prepared by Professor Sir Harold Thompson (Oxford University), including linked parallel bilateral exchange schemes, simple mechanisms, participation and consultation of working scientists, and great flexibility.

— The improvement of mobility information might be achieved by the designation of a single agency in each member country to be responsible for the collection, dissemination, and mutual exchange of such information. The latter would need to include complete repertories of institutes of higher education and technology, listing their specialities and main projects.

— The preparation of an agreed " European status " for higher education and research staff on the basis of a first draft prepared for the committee by the German Academic Exchange Service (DAAD).

— Work on the elimination of obstacles to mobility in national legislation, together with an investigation into the possibilities of introducing administrative and financial procedures, which would also facilitate the co-ordination of European fellowship policies, with a view to setting on foot European fellowship schemes.

Moreover, as a result of a policy discussion at the September session of the CCC, a special meeting of governmental representatives was called (7-8 December) to define the aims, objectives of a " special project " (see Introduction) so that detailed proposals for a phased plan of action can be submitted to the CCC in March 1973. Ten member countries sent representatives to this meeting, which decided that such a project should concentrate simultaneously on two aims, namely the improvement of information on mobility and agreement on short-term measures or principles for facilitating mobility. It is proposed that the project should be executed by a small unit, which would need to be established at Strasbourg under the supervision of a steering group of representatives of participating countries.

This project is now before the CCC for a final decision.

2. Equivalence of diplomas

National equivalence experts met three times during the year, at Strasbourg (13-14 April), London (14-15 September) and Bonn (15-16 November) to discuss the many problems arising and to propose future action to the Committee for Higher Education and Research, bearing in mind Resolution No. 2 (on mobility) of the 7th Conference of European Ministers of Education, which included an invitation to the Council of Europe " to investigate the possibility of establishing a system of equivalences based on the subject, the duration and the level of the studies ". The European Communities were represented by an observer at all meetings.

The Strasbourg and London meetings (of small working parties) reached the following conclusions:

— Implementation and possible revision of the three equivalence conventions drawn up by the Council of Europe

There was no need at present to revise the three equivalence conventions on admission to universities, periods of study and the academic recognition of university qualifications. However, it was felt that the first convention on admission to universities might give rise to certain problems of interpretation, in particular in cases of admission restrictions *(numerus clausus)*.

— Improvement of equivalence information

Better and more reliable information on the exact nature and value of foreign certificates, diplomas, degrees and periods of study passed abroad would help to bring about wider recognition for both academic and professional purposes.

In this context, it was agreed that a study should be prepared by Mr. P. Berckx (Belgium) analysing the present system of equivalence information and defining the exact nature and scope of the information required by national services.

— Definition of minimum requirements

Since the present differences in educational systems and curricula in member States did not allow a generalised agreement to be reached, attempts should be made to define minimum requirements for the acquisition of university qualifications in the exact sciences, e.g. physics, chemistry, and in newly emerging fields such as cybernetics and information sciences etc. The definition of such minimum requirements would greatly facilitate the European harmonisation of university curricula. Although they may in the long run influence the entrance requirements for the professional careers corresponding to the subjects taught, these minimum academic requirements would have to be drawn up regardless of any *effectus civilis* of the final diplomas.

— Establishment of a system of equivalences

A system of equivalences for periods of study abroad and for intermediary tests would be virtually impossible to achieve as long as curricula of European universities continued to differ. To secure a gradual recognition of diplomas and degrees an assessment of their value must be carried out. Judgment in this case might be based on a number of criteria: length of course, subjects taught, teaching and learning methods, and teacher-student ratio.

The dividing line between academic and professional equivalences should in future be drawn more clearly. In this context, mention must be made of the division of labour between the Council of Europe and the Commission of the European Communities. The latter deals with professional equivalences *(effectus civilis)* excluding questions of academic equivalence of first degrees. Thus the main field of action for the Communities is the access to a professional career. The Council's work, on the other hand, endeavours to achieve greater mobility for students and university teachers, and to secure academic equivalence of qualifications.

In the light of these recommendations, the Committee for Higher Education and Research decided at its 26th Session (6-8 November) to give first priority to its work on equivalence, with a view to launching

a "project of intensified co-operation" (see Introduction). Finally, equivalence experts at a plenary meeting (Bonn) took account of the findings of the two working parties and reached the following conclusions:

— All countries should implement as soon as possible the earlier recommendation to set up national equivalence information centres.

— Students wishing to go abroad should be entitled to claim some kind of recognised documentary evidence on their previous studies. The Council of Europe should continue efforts to establish a model.

— Efforts aiming at a certain standardisation of computerised personal files for students should be encouraged. Computer print-outs should be readable throughout Europe (not coded).

— The European Convention on the Equivalence of Diplomas leading to Admission to Universities should be revised to settle the dispute about its interpretation (particularly as regards the question whether specific entrance requirements for specific disciplines are covered or not).

— A global system of recognition of final qualifications does not seem feasible but efforts to reach some agreement on academic standards in a number of disciplines (in particular those leading directly to a professional career and newly emerging disciplines) should be continued.

— Member States should be encouraged to convene national meetings of university registrars for the purpose of exchange of equivalence information. A European symposium would also be useful.

— The texts of school and academic certificates should be made more informative.

— The future programme should concentrate on the:

(*a*) improvement of equivalence information;

(*b*) discussion of academic standards in a number of chosen disciplines.

The project of intensified co-operation is now before the CCC for a decision.

G. DOCUMENTATION AND PUBLICATIONS

1. European documentation and information system for education (EUDISED)

The purpose of this project, whose preparation has reached an advanced stage, is the creation of a European network within which computer-based national centres could exchange tapes/disks on printed and non-printed educational material. Each book, article, film etc. would need only to be indexed in its country of origin, while all bibliographical data could be stored by computers, either nationally or centrally, and would thus be retrievable at any point in the network. Such networks already exist in the medical and other specialised scientific fields, and can be adapted to education, as is proved by the second EUDISED report, whose conclusions were adopted by the CCC's ad hoc Committee for Educational Documentation and Information, at its annual meeting in April.

The final preparatory stage has now been reached, with two working parties engaged in preparing the technical instruments essential for setting up the system, namely a multilingual thesaurus, and a common format and standards.

Preparation of the thesaurus, which will initially include English, French and German descriptors, involves collaboration between the University of London Institute of Education, the *Institut national de recherche et de documentation pédagogiques*, Paris, and the *Pädogogisches Zentrum*, Berlin, under the supervision of the EUDISED steering committee's Chairman, Mr. Jean Viet (France). By the end of the year provisional lists of some 3 000 descriptors in the three languages had already been drawn up for inclusion in the thesaurus and are at present being stored in the ILO computer at Geneva.

The formats and standards working party agreed at its first meeting in July under the chairmanship of Mr. R.E. Coward (United Kingdom)

to recommend that the draft international standard ISO/DIS 2709, which has already been accepted by computerised library systems in USA, Canada, Australia and most CCC member countries, should be adopted for the EUDISED network.

Both the thesaurus and the format and standards are due to be submitted in the autumn of 1973 to the ad hoc committee, on which all member governments are represented.

During the course of 1974 it should be possible to further refine these instruments in the light of test runs to be undertaken by national agencies in some member countries, so that the system could become operational by 1975. It will then be for governments to decide what particular needs EUDISED should concentrate on first. Possible priorities, any or all of which the EUDISED system would be capable of serving, are the information needs of decision-makers and planners, or of teachers, or of educational research and innovation. It has been envisaged that the system could develop into a European equivalent of the US Educational Resources Information Center (ERIC).

2. CCC publications

Following the decision taken by the CCC at its 19th Session (March 1971), a consultant expert was charged with the task of:

(*a*) seeking new ways of making known the activities and findings of the CCC;

(*b*) undertaking a detailed study of the whole problem, including both internal difficulties (time-limits and costs of various printing processes, mailing lists, staff required) and external difficulties (distribution in each country after identification of the target public according to specialisation);

(*c*) preparing a concise questionnaire for governments.

Sufficient replies to the questionnaire, approved by the CCC at its 20th Session, had been received for the consultant to submit an interim report to the 21st Session (March 1972). Acting on the consultant's recommendations concerning distribution, the responsible unit in the Secretariat started work early in the year on establishing a centralised free mailing list for all CCC publications with the exception of the few titles which are still placed on sale.

The final report of the consultant was discussed by the CCC at its 22nd Session (September). On this occasion the CCC stressed the importance of information and publications (see Opinion No. 10, Appendix B) in the context of intensified European educational co-operation, and decided:

(*a*) to make the review *Education and Culture* its main channel of communication (as has been mentioned the CCC will have sole responsibility for this review, as from 1 January 1973, following the termination of the long-standing co-operation with the European Cultural Foundation);

(*b*) to publish only high standard studies;

(*c*) to set up a liaison group as and when required to make inter alia any proposals which might facilitate the continuous adaptation of its publications policy to its objectives;

(*d*) to confirm its earlier decision as regards the free distribution of publications until such time as the development of its distribution network held out the prospect of a successful sales policy;

(*e*) to return to the problems of the distribution of publications, the solution of which depends on a more active participation of the governments, for example, through the liaison group referred to under (*c*) above.

It also recommended that the unit responsible for publications in the Directorate of Education and of Cultural and Scientific Affairs be strengthened in the manner proposed by the consultant.

By the end of the year, principles had been adopted and concrete measures taken, especially in respect of the " Education in Europe " series and companion volumes, with the aim of improving content and increasing speed of production while at the same time lowering costs.

H. CULTURAL DEVELOPMENT

1. Future of cultural development

In collaboration with the Council of Europe, the French Committee of the European Cultural Foundation and the Foundation for Cultural Development assembled an international group of specialists representing various disciplines to study the development prospects of advanced societies. The colloquy was held at Arc-et-Senans (France) (7-11 April), under the patronage of Mr. J. Duhamel, the French Minister for Cultural Affairs. The role that culture is called upon to play in this development was at the core of discussions. The participants concluded that policies for cultural action can and, indeed, must henceforth have a determining influence in shaping the future. In addition they were concerned to issue a warning to governments, public opinion and those who guide it, of the threats to which our societies will be subjected in the future. The broad ideas and proposals that emerged from their discussions were incorporated in the following final statement.

Industrial development: What is the future?

Left to itself, industrial and technological development exhausts the resources of nature and turns against man. The increasing awareness of the social costs of this development and its negative by-products are such that there are widespread doubts about its future.

The future has already begun, but in a society made up of heterogeneous and contradictory elements there is a refusal to recognise this. These disparate elements, however, cannot be examined in isolation, since they are concomitant and interdependent. Their repercussions on the very conditions of human existence together constitute a major threat.

Hence we can no longer countenance the irresponsible game indulged in by governments in allowing the uncontrolled development of technological potential instead of recognising the essential needs and giving them priority over artificial needs created by the profit motive.

The future of man cannot simply emerge from a computer with the inevitability of fate: the " heavy trends " of society, including the population aspect, are not irreversible if only responsible policy-making is backed up by all the weight of those diverse values, cultures and social forces which alone can keep a check on the socio-economic processes now threatening the biosphere.

While there can be no question of arresting economic growth — if only because of the situation in the third world — culture must strongly assert itself in order to turn quantitative growth into an improvement of the quality of life. The aim of cultural action, then, is to permit the rethinking of society along different lines, and to promote in each individual a sense of responsibility for its possible development, enable him to face up to crises and be the master, not the slave, of his fate. Any cultural policy implies an ethical dimension.

Culture at the crossroads

Culture, as experienced by the majority of the population today, means much more than traditional art and the humanities. Nowadays, culture embraces the education system, the mass media, the cultural industries: newspapers, books, records, video-cassettes, the cinema, advertising, housing design, fashion.

The school system is in a state of crisis, satisfying neither society's needs nor individual aspirations. Technological innovation and the way in which the confines of knowledge are constantly enlarged, urgently demand a transformation of the existing system into a pattern of permanent education, one of whose prerequisites is the " de-schooling " of curricula and educational institutions.

People today are subjected to an indiscriminate barrage of information from the mass media. The result is supersaturation: the individual lacks the means to cope with it. Once he had a mind of his own; now he is becoming a mere target for information.

The cultural industries are activated by the profit motive and market forces: they are shaping an environment and begetting practices whose uncontrolled development cannot be condoned.

Art and its institutions, the dissemination of established culture are just as foreign to most sections of the population as they are to fringe groups and new social categories (young people, immigrants etc.).

Their cultural alienation and their being deprived of the opportunity to express themselves leave a void which present-day ideologies are unable to fill: what is being said no longer corresponds to reality. And so there emerge a number of positive or negative phenomena: the use of new means of expression or escape, the growth of drop-out cultures, new forms of mysticism, resurgence of magic, drugs etc.

Bookish, academic culture is degenerating. For want of authenticity, it is becoming marginal and even encouraging certain forms of nihilism.

The crisis in culture is symptomatic of the crisis in the established order: though cultural policy alone cannot aspire to solve the general crisis, it can and must help every individual to cope with it and help society to " manage " it.

A new approach

The underlying purpose of any cultural policy is to bring all possible means to bear in order to develop ways and means of expression and to ensure complete freedom in their use. Man's right to follow a meaningful way of life and to embrace meaningful social practices must be recognised. It follows that conditions favourable to creativity must be fostered wherever they are seen to exist; cultural diversity must be acknowledged, the sectors where it is weakest being guaranteed every chance of survival and development.

Effective, practical solutions cannot be found without fundamental research and experimentation. Contrary to the trend which may be currently observed and is reflected in most budgetary policies, encouragement must be given to efforts to secure long-term financing for fundamental research in the social sciences. Similar efforts must at the same time be devoted to perfecting methods.

Immediate action is already required in order to:

— accelerate conversion of the school system into a permanent education system which satisfies interests and needs of the different groups of the population;

— sever the mass communication agencies from the influence of political authority and economic power (monopolies etc.);

— define and implement a policy aimed at the cultural industries;

— create the conditions for a decentralised and pluralistic " cultural democracy " in which the individual can play an active part.

Hence the urgency of:

— devising a differentiated system of " cultural workshops " and " social laboratories " and any other facilities by means of which the use of new technologies lending themselves to interpersonal exchange can be learned and practised;

— instituting more direct links between cultural institutions and economic and social forces;

— basing education on the principle of self-teaching and development of the critical faculty by transforming structures which tend to sterilise it (educational centralism, bureaucracy and explicit or latent totalitarianism of all kinds);

— defining national and international cultural technology policies and providing the necessary resources for their implementation.

Conclusions

The heavy responsibility which has fallen on to our shoulders and the technical possibilities now at society's disposal make it necessary and possible to bring about a reversal of policy, with the following aims in view:

— to replace passive consumption by individual creativity;

— to break the constrictive hold of technology so as to allow room for human responsibility;

— to replace democratisation of inherited or elitist culture by diversity of cultural expression founded in social pluralism;

— to give priority to restoring harmony between man and his environment;

— to substitute for a cultural system aimed at reproducing the present state of affairs a system directed towards protecting — including protection in political and technical terms — groups and individuals whose creative abilities offer the best means of coping with the situations created by the shock effect of the future.

2. Television, new broadcasting techniques and cultural development

A meeting of " post-television " experts held in Paris (4-5 May) agreed that the many prospects opened up by new audio-visual communication techniques call for concerted thinking in order to be able to draw up effective and realistic cultural policies. It is therefore essential, without delay, to devise instruments for evaluating the degree of probability of forecasts and fix the direction of various practical schemes.

In numerous analyses technological aspects have tended to outweigh other considerations. Forecasts on the future of new techniques have in general neglected two very important features: economic pressures and the receptivity of the public. It is also important to take into account the specific nature of different mass communication techniques and to establish a planning strategy in the cultural field.

The discussion was focused on a consolidated report prepared by the Project Director, Mr. R. Wangermée, Director General of the Belgian Broadcasting Corporation. The Wangermée Report was based on eleven prospective studies, as follows:

— " Future aspects of society and the mass media in Europe ", by U. Magnus (Federal Republic of Germany);

— " Concerning a European satellite — problems and prospects ", by M. Bezençon (Switzerland);

— " Cultural uses of a European satellite with receiving stations ", by R. Lefranc (France);

— " Programme distribution in the present-day world ", by G. Thoveron (Belgium);

— " Development prospects of programme distribution ", by J. Garcia Jimenez (Spain);

— " Audio-visual cassettes: European perspectives ", by L. Beretta Anguissola (Italy);

— " Audiovision for information and entertainment ", by J. Knoll (Federal Republic of Germany);

— " The video-cassette ", by J.C. Batz (Belgium);

— " Evolution of the public networks of television ", by P. Schaeffer (France);

— " Forecasting in cultural technology ", by the *Fondation pour le Développement Culturel*, Paris;

— " Satellite broadcasting for Europe ", by E. Ploman (United Kingdom);

Two other studies are in preparation:

— " Problems of producing programmes for cassettes ", by A. François (France);

— " Remarks on television programmes by and for restricted communities ", by A. Girard (France).

Commissioned from European specialists, these studies were prepared according to a general plan devised by Mr. Wangermée. They constitute the first coherent body of forward thinking on the long-term problems in this field which are already, or will shortly be, confronting governments.

The meeting submitted a certain number of working hypotheses to the Committee for Out-of-School Education and Cultural Development. They may be grouped as follows:

Projects for pilot schemes

A European satellite could be operational in 1980. Thought should therefore be given now to the composition of its programmes, e.g. by means of simulated television broadcasts. Pride of place should no longer be given solely to sport and news. Plays and musical competitions, for example, could occupy an increasing place in the programmes.

Draft recommendations

These should cover:

— The need for national and European communications' policies embracing all the new media as well as traditional systems (books, theatre etc.);

— The institutional deconcentration of communication monopolies and industries;

— The control and guidance of government investment in the new techniques so as to avoid waste.

A number of possible subjects for study were also suggested.

The Committee for Out-of-School Education and Cultural Development, meeting from 6-10 November, decided with the approval of the CCC to continue the exploratory phase of this project, in the light of these proposals, by commissioning expert studies in 1973, on the following subjects:

(*a*) cable television and local " animation " (one or two studies);

(*b*) opportunities for extending throughout Europe the experiments in democratic participation in television by the general public;

(*c*) the management of the BBC's local radio stations, with a view to its adaptation to meet the similar problems of television companies;

(*d*) catalogue of research institutes specialising in the problems covered by the project, and compilation of a bibliography of current long-range forecasting studies.

The Steering Group on Educational Technology expressed keen interest in the educational aspects of these proposals, at its second meeting (26-27 October), and resolved to return to them after further study in its sub-group charged with preparing a phased project of intensified co-operation in the field of educational technology.

At the end of the year the Secretariat was in close contact with a leading French publishing house which had expressed interest in the possibility of bringing out a publication based on the CCC's work in this field.

3. Critical reading of televisual language

An ad hoc consultation of francophone experts, including TV producers, linguists (semiologists), sociologists, psychologists and educators was held in Lausanne (1-2 June) under the chairmanship of Mr. René Berger, Project Director for the theme " cultural development: aesthetic dimension ". Mr. Charles Bokonga, Minister of Culture of the Zaire Republic, attended the meeting as an observer.

A wide-ranging exchange of views took place on the problems of televisual language. The conclusions reached will be discussed by a comparable anglophone group, before definite proposals are submitted to the Committee for Out-of-School Education and Cultural Development.

Some of the provisional conclusions of the discussions, which were reported at some length in issue No. 15 of the review *Communication et langage* were:

— that the present essentially verbal education, with its traditional emphasis on the written word, should be completed by a visual education for the benefit of a television-viewing society, generally unaware of the dangers of manipulation inherent in the medium;

— that a European institution might be created to study communication, especially visual communication, from a sociological, political, aesthetic and ethical point of view. Television broadcasting companies, which would be among the principal beneficiaries of such research, should be closely associated with any such venture;

— that exchanges should be developed between the personnel of television companies and organisations;

— that links should be further developed between the Council of Europe and Eurovision, so that the latter could take practical account of the Council's educational studies in its productions.

4. **European Art Exhibitions**

The 14th Council of Europe Art Exhibition, " The Age of Neo-Classicism ", was held in London during the autumn months. Opened by the Prime Minister, Mr. Edward Heath, the exhibition was widely acclaimed as one of the most comprehensive ever to have been mounted on the subject, which was treated from the point of view of architecture and the applied arts, as well as painting and sculpture, at two major galleries (the Royal Academy and the Victoria and Albert Museum).

The CCC decided at its 21st Session (March) that the series of exhibitions should be pursued in a new form which took greater account of the new priorities of the cultural development programme. The decision was therefore taken:

" to adapt the exhibitions in future to the new conditions of cultural life by consulting, at the planning stage, representatives

— of the mass media,

— of cultural institutions and groups and organisations which had a part to play in this field (trade unions etc.) ".

It also decided to accept with gratitude the Belgian Government's offer to organise the 15th Exhibition in 1974 on the theme of popular art and traditions.

At the first meeting of the European Organising Committee (Brussels, 20-21 November), the title " Aspects of popular life in Europe " was

adopted. The committee felt that this exhibition should be considered as a pilot experiment, since:

(*a*) while maintaining the high technical quality of previous exhibitions, it will above all seek to reach as wide a public as possible;

(*b*) by going beyond the conventional static and historical display of works and making judicious use of the mass media, it will try to explain to the public how society developed;

(*c*) displays of relevant material in ethnographic museums in member States will help to demonstrate that contemporary culture is the outcome of the transition from rural life and craft activities to urban life and industry.

The general purpose of this new style exhibition will thus be to develop the cultural awareness of the general public and show that all European countries share the same heritage.

5. **Cultural statistics**

A colloquy held at Stockholm (3-5 October) gave experts an opportunity of exchanging views on the problems of the collection, presentation and interpretation of cultural statistics on the basis of the following five experimental monographs: reading in Italy, cinema in France, music in France and the Federal Republic of Germany, theatre in the Netherlands, and artists (including cultural workers) in Sweden.

The twenty-six statisticians and administrators of cul ural policy from thirteen member States:

— established the outline of a manual to be published if possible in 1973, which would include a section on principles for the collection and presentation of data required for drawing up rational cultural policies, and the revised and amended versions of the five monographs;

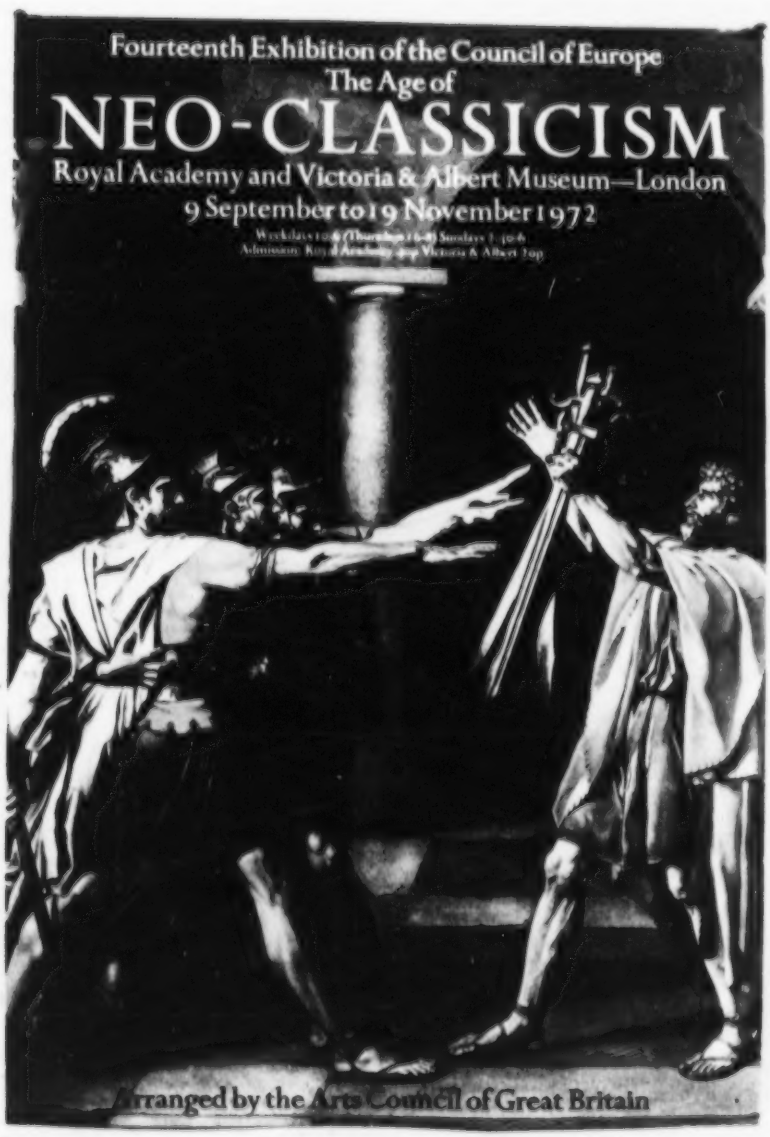
— proposed certain future activities in this field.

The Committee for Out-of-School Education and Cultural Development, in whose programme the study of instruments for analysis at national and local level constitute sub-themes of the major area of study " management of cultural affairs ", approved the proposals formulated at the colloquy, which would call for the employment of an expert to produce the manual in 1973, and the planning of a colloquy to assess the results achieved by 1975.

6. **Sport for All**

Two important texts relating to Sport for All were adopted by the organs of the Council of Europe during 1972.

The poster for the London Exhibition, illustrated by J.L. David's "Oath of the Horatii" *(Musée du Louvre)*.


Fourteenth Exhibition of the Council of Europe
The Age of
NEO-CLASSICISM
Royal Academy and Victoria & Albert Museum—London
9 September to 19 November 1972
Arranged by the Arts Council of Great Britain

First the Committee of Ministers adopted and addressed to member States Resolution (72) 30 on hygiene of sports installations, setting out a number of modern criteria for the construction and upkeep of swimming pools, gymnasia and sports fields, based upon the most recent experience and research.

This resolution is designed to encourage the practice of sport as a means of personal fulfilment and as promoting individual health. The standards thus laid down should be of great assistance to all local and regional authorities when providing sports facilities for towns and schools.

Secondly, at its October Session, the Consultative Assembly adopted a draft Sport for All Charter (Recommendation 682) which had been prepared with the help of experts provided by the CCC. The Committee for Out-of-School Education and Cultural Development, meeting in November, recognised that the Sport for All programme had entered upon a decisive phase. It consequently decided that an ad hoc group should be set up consisting of government representatives at as high a level as possible, with a particular concern for these problems. The terms of reference of the group would be:

— to advise the Committee of Ministers on the final text of the Charter on Sport for All;

— to make recommendations concerning the priority fields requiring legislative measures;

— to propose structures suitable for future co-operation.

Two meetings are scheduled for 1973 and the results of the proceedings are to be presented to the committee at its 4th Session.

A further important development was the organisation of a meeting in Strasbourg (27-29 September) to formulate an opinion on the outline of a methodology set out in the study on " Rationalising sports policies " by Mr. B. Castejon-Paz (Spain) so that the committee could decide on the form of the follow-up to be given to this study.

In generally endorsing the conclusions reached by Mr. Castejon, the participants stressed the following points:

— Sport as a social reality is the joint result of a number of interdependent but sometimes contradictory social forces, which condition its degree of development (" level of sport ") and its corresponding " situation ".

— Experience shows that frequently both this " situation " and " level of sport " are incompatible with a humanistic conception of sport, and in any case imply a failure to exploit rationally the resources available for sport in society. This indicates the need to co-ordinate these underlying social forces in an overall policy.

— At national level such co-ordination is indispensable for the definition of a rational overall policy. It should lead to the adoption of a standard terminology and a set of conceptual and operational instruments which will enable sport to be channelled towards humanistic ends and maximum use made of the resources available.

— The adoption of standard terminology and methodology will also enable countries to derive maximum benefit from international co-operation, since it is at this level that national policies should be compared in the light of objectives, methods and results in order to discover how they may be improved and, where possible, harmonised.

— Mr. Castejon's document (CCC/EES (72) 65 rev.) gives a view of sport which, eminently practical in outlook, is intended to take into consideration all the underlying social forces, and to outline a set of instruments designed to co-ordinate all these forces towards a common aim for sport.

— In each country, experts directly or indirectly dealing with sport and physical education — coaches, instructors, teachers of physical education, authorities, administrators, architects, managers of sports facilities and sports doctors — assisted by econometricians and statisticians should analyse the situation in detail using the system and concepts proposed. Thus they can establish quantitative relations between the factors and elements of the situation of sport. This will enable them to co-ordinate their sports policies at European level.

The committee was, however, unable to take up a position on these proposals in November, as it had not yet received the comments of the delegations of all member countries.

7. Experimental study of the cultural development in European towns

Two towns, Lüneburg (Federal Republic of Germany) and Tampere (Finland), in 1972 joined the eleven European towns which agreed to undertake a joint systematic study of their cultural policy in 1972-74. Some of the points brought out in consolidating the early progress reports prepared by the towns are worth mentioning.

— Awareness of a cultural problem is in all cases very recent. It is not that no action had previously been taken; but, generally speaking, municipal authorities had done no more than make — sometimes considerable — grants-in-aid to private bodies which had in fact to bear the full burden of promoting cultural development. It is true that in sectors limited by the interests or tastes of the promoters this situation has often led to important achievements and to providing towns with a fairly rich cultural life.

— There is striking similarity of views among most of the towns as regards the definition of the programme. They bring out the fact that cultural life and permanent education have a decisive influence on the future of the citizens of the town, and should accordingly be recognised as one of the basic policy tasks of authorities responsible for the town and the nation.

— The place assigned to the commercial sector in the projects is very small; indeed, some reports do not even mention it, or simply disregard it, or unconditionally condemn it, while accepting it inconsistently as a working model of cultural life.

— The principle of recourse to administrative or management accounts is adopted throughout.

The towns participating in the experiment are observing all the proposed guidelines for action they had received for putting the programme into effect.

During 1972, a methodology for evaluating the results of the experiments was also worked out in order to facilitate both the provisional assessment of results at regular intervals (the first assessment will be made in Apeldoorn in 1973) and the final evaluation which is scheduled to be carried out in 1975.

I. YOUTH ACTIVITIES

The CCC's responsibilities in the field of youth have been largely taken over by the European Youth Centre and the European Youth Foundation, both of which have their origin in the CCC, acting in its capacity as adviser to the Committee of Ministers on the cultural policy of the Council of Europe. The CCC is kept regularly informed of developments within these two institutions, with a view to co-operating with them whenever possible.

1. European Youth Centre

A new phase in the Centre's activities started on 1 June when it moved into its own premises, purpose-built to a design by Norwegian architects. Since that date the necessary staff to assist the Director has been recruited, thus placing the Centre on a firm operational basis, following an eight-year " experimental " period during which its activities were under the supervision of the Committee for Out-of-School Education.

It is recalled that the Centre's aims, embodied in the Statutes adopted by the Committee of Ministers in January 1971, are:

" (*a*) to supplement the training of youth leaders in a European context;

(*b*) to provide non-governmental youth organisations with a meeting place for the furtherance of international understanding in the respect of human rights and fundamental freedoms, and for the detailed study of European problems;

(*c*) to seek, more particularly, means of ensuring participation by young people in solving the problems which concern them;

(*d*) to promote research into youth problems through the exchange of ideas and experiences. "

Particular care has been taken to ensure that the international youth organisations themselves are closely associated in the running of the Centre. Thus the Governing Board consists of equal numbers of governmental representatives and representatives of international non-governmental youth organisations. The latter are chosen from among the membership of the Centre's consultative organ, the Advisory Committee of international non-governmental youth organisations, in

such a way as to ensure the best possible balance among the main categories of such organisations (political, educational, young workers, rural youth etc.). This committee may also make suggestions for activities to be included in the programme of the Centre.

The programme of courses for 1972 consisted of eight information courses and three intensive language courses for youth leaders. The number of information courses will be nearly doubled in 1973 as the Centre intensifies its activities.

2. European Youth Foundation

On 15 May, by adopting Resolution (72) 17 (see Appendix C), the Committee of Ministers created a Foundation, in which all European States may participate, for the purpose of securing the support of governments for youth activities contributing to the achievement of peace, understanding and co-operation among peoples.

The Statutes of the Foundation are largely modelled on those of the European Youth Centre. They provide for a Governing Board, composed of equal numbers of governmental representatives and representatives of youth organisations, the latter being designated by an advisory committee from among its own membership. However, it was decided that this committee, unlike the corresponding organ of the Youth Centre, would consist of equal numbers of national youth committees and international non-governmental youth organisations.

Another departure from the structural model of the Youth Centre is the obligation of the Governing Board to report to an intergovernmental committee of authorised representatives of member States. This committee also determines the amount of the annual endowment of the Foundation and the apportionment of this amount among member States, as well as drawing up the basic rules governing the manner and conditions of the use of the Foundation's resources.

The Committee of Ministers fixed the endowment for 1973, the first year of operation, at 3 000 000 FF, but voluntary contributions already announced by some governments will raise the total sum available to nearer 4 000 000 FF. However, the CCC decided to continue to pay grants to certain international youth organisations up to the end of 1973, in order to tide over an interim period.

3. Research into youth problems

A working party of experts from nine member countries met in Paris (19-21 December) to examine a study commissioned by the Committee for Out-of-School Education and Cultural Development from Dr. Kreutz of the University of Vienna on " Youth and social change — a methodological study on European youth — 1960-70 ", and to prepare a colloquy on the results of this work.

The participants, while recognising the value of Dr. Kreutz's work as a sociological contribution to study of youth problems, considered that it should be completed by contributions from other disciplines, such as psychology and educational science, which would cast a revealing light on youth problems from other angles.

The agenda of the colloquy to be held near Vienna in September 1973 on " Youth policies and research — possibilities, limits and conditions " was fixed accordingly.

The Committee for Out-of-School Education and Cultural Development decided, at its 3rd Session, to convene an ad hoc working group in the first half of 1973 to consider the introduction of new youth activities into the cultural development programme, and to prepare a medium-term plan for examination at the committee's next session.

In due course, these new suggestions would be communicated to the European Youth Centre, in order that the latter could contribute to the common effort, according to its means and possibilities.

APPENDIX A

Recommendation 649 (1971)

on European co-operation in the field of culture and education

The Assembly,

1. Recalling its proposals for restructuring and reinforcing European cultural co-operation, and in particular its Recommendation 567 (1969) on " Twenty years of European cultural co-operation ";

2. Confirming that its proposals are designed to re-establish European educational and cultural co-operation on fresh foundations on the eve of the enlargement of the European Communities;

3. Conscious that with this in mind governments will find it necessary to review the terms of reference and functions of European intergovernmental organisations, and that it is therefore more important than ever to insist on the Council of Europe's special task in the field of culture and education, and in particular with regard to the definition and application of a European policy for permanent education and cultural development;

4. Increasingly concerned by the fact that in the educational field Europe is lagging behind what has been accomplished in the economic sphere because it has been unable to avail itself of a complete, integrated and coherent system of co-operation, and convinced that the desire for the widest possible cultural unity in Europe should lead to the search for such systems, not in a community restricted to a small number of countries, but in the wider framework of the State parties to the European Cultural Convention;

5. Observing that by their very nature problems concerned with education and culture cannot suitably be dealt with by a community as such, and emphasising on the other hand the admirable flexibility of the system instituted in the Council of Europe whereby a certain number of governments are able to co-operate in the framework of so-called " partial " or " limited " agreements with a view to carrying out priority projects over a number of years, by means of which the governments concerned are enabled to intensify their co-operation in a given field in a way which enables all the member States to benefit from the results obtained;

6. Believing that, in a European society which is undergoing a swift and profound transformation, educational and cultural co-operation, which is the true spear-head of all economic, social and scientific progress, is an urgent and important problem which justifies a thorough examination at the highest governmental level;

7. Expressing its regret that the Committee of Ministers has been so slow to recognise the seriousness of this problem, but nevertheless noting with satisfaction that at the meeting of the Joint Committee on 9 June 1971 there appears to have been a general awareness in that body of the pressing need to provide for the requirements of European co-operation in the field of education and for closer co-ordination between all the authorities concerned;

8. Realising that, though the establishment of a European Office of Education as advocated in Recommendation 567 (1969) must be regarded as a long-term objective, there is an immediate need to find a practical solution by conferring at once on the CCC the task of performing the functions of such an Office on an experimental basis;

9. Aware that in this case it would be essential to review if not the terms of reference at least the composition of the delegations to the CCC as well as the vital problem concerning the relations between that body and the Conference of European Ministers of Education;

10. Once again deploring that the resources of the Cultural Fund are entirely inadequate for Europe's present needs in this field, and emphasising that it is illusory in such circumstances to rely, as does the Committee of Ministers in its provisional reply to Recommendation 567 (1969), " on the CCC to meet the clearly increasing requirements for cultural and educational co-operation in Europe ";

11. Considering in this context that the CCC should not limit itself to mere study and research, but assume certain political responsibilities which alone would enable it to pass beyond the stage of mere international co-operation and reach that of common redefinition of national policies;

12. Believing that, in order to facilitate such a development, it is necessary to provide the system of co-operation with " political leadership " and put the CCC under the technical control of the Conference of European Ministers of Education and a similar Conference of European Ministers of Culture, the establishment of which is becoming increasingly indispensable if we are to encourage a long-term policy of cultural development,

13. Recommends the Committee of Ministers:

(*a*) to call upon the Conference of European Ministers of Education:

(i) to ensure to the fullest possible extent the co-ordination from the planning stage onwards of the activities of the various international organisations concerned with the field of education;

(ii) to exercise, in accordance with Recommendation 567 (1969), a technical control over the CCC with regard to the development of education;

(*b*) to establish a Conference of European Ministers of Culture whose principal task would be to lay down, for the guidance of the CCC, in association with representatives of any other ministries which might be concerned, the priorities for a European programme of cultural development;

(*c*) to instruct the CCC to perform, for an experimental period of five years, the functions allocated to a European Office of Education in accordance with the letter and spirit of Recommendation 567 (1969), and for this purpose:

(i) to revise the composition of the delegations to the CCC by ensuring the predominance of the educational and cultural elements through the presence at the head of these delegations of officials from the immediate entourage of the European Ministers of Education and of the Ministers responsible for culture;

(ii) to establish a plan with a view to at least tripling over a period of five years the governmental contributions to the Cultural Fund, so as to permit that body to provide adequate finance for the harmonious expansion of a European programme for permanent education and long-term cultural development in consonance with the aims of the Council of Europe.

APPENDIX B

Opinion No. 10

on Recommendation 649 of the Consultative Assembly concerning European co-operation in the field of culture and education

ROLE OF THE CCC

General objectives

1. Invited by the Committee of Ministers to " study the long-term aspects of the Assembly's proposal for the creation of a European Office of Education " and to report to it in due course thereon, the CCC instructed an ad hoc working party to consider how the CCC might itself progressively assume, within the general context of international educational co-operation, the functions which, in the view of the Assembly, such an Office ought to fulfil.

2. After a broad exchange of views at its 22nd Session, the CCC considered that, as it has stressed already, it was ideally placed, thanks to its structure and its membership, to act as a focus for co-operation in the educational field between its member countries. It took note of existing educational co-operation within groups of European countries and of the discussions at present taking place in Brussels concerning possible co-operation in this field between the countries of the Community. It considered that these activities and initiatives together with the development of its own activities, should be regarded as complementary, and it stressed the need to reinforce educational and cultural co-operation between the twenty-one countries of the CCC which are linked by their traditions and their common cultural heritage. It recalled in this connection that it is the only European governmental organisation concerned with co-operation in the educational as well as in the cultural field and, as it has stressed on numerous occasions, it attaches great importance to the recognition of the close interdependence of education and culture. The CCC considers, lastly, that it is essential that it should maintain the necessary contacts with the bodies, both governmental and non-governmental, which are working in the field of education and culture and should collaborate closely with them, in particular with the Standing Conference of European Ministers of Education.

3. As a focus for co-operation, the CCC, whose activities, as it has already stated lie at the point where fundamental research and action meet, must have as its objective promotion of the dissemination of ideas, study of common problems, comparison of educational systems and reinforcement of contacts between them and, as the logical outcome of these activities, the prosecution of joint action.

Tasks against the new background

4. Such being the general objective, the tasks which the CCC would be called upon to assume and progressively to develop would basically be of four kinds:

(a) *Information and documentation.* This is principally a question of helping the member governments to keep one another informed, particularly as regards innovations, of assisting them to improve and modernise their own instruments of educational information and documentation, and of facilitating their comparability.

(b) *Exchanges of specific categories of persons* by encouraging projects aiming at ensuring the dissemination of ideas and experience and by helping to carry them out.

(c) *Contacts between the different educational systems and their comparison,* in particular in their more innovatory aspects, by joint consideration of specific problems confronting member governments.

(d) *Encouraging by all appropriate means (surveys, research, pilot projects etc.) a common approach and, where appropriate, concerted action between the member countries on priority problems.*

Functions against the new background

5. The different functions must not be regarded as mutually exclusive. They are on the contrary often complementary. They may be regarded as having the common objective of promoting projects of intensified co-operation, which in particular cases may take the form of " special projects ", i.e. projects with which only some of the governments represented in the CCC wish to be associated.

6. The basic aim and functions envisaged correspond by and large with the present orientation of the CCC's work, the results of which, achieved largely through the activities of the permanent committees, have not perhaps received sufficient stress. The fact remains that if the CCC is in the future to help governments by the promotion of joint action, it will have to be provided with the means to enable it at the same time to work more in depth and to arrive more speedily at results corresponding with the government's real needs.

Intensified work and participation of member countries

7. It appeared to the CCC that for intensified action in the education field to be successful it would be advisable:

— to secure more direct participation by national educational authorities in the CCC's work;

— to give more weight to projects likely to result in a common approach or in concerted action (EUDISED, for example).

8. It follows from the foregoing that, without profoundly modifying the present structures of the CCC and the means of action available to it, the CCC should be able, through the progressive strengthening of these means, to take upon itself the essential tasks of a focus for co-operation between the countries composing it, as described in paragraph 4. It is convinced, however, that the performance of these tasks need not and should not involve the creation of a cumbersome bureaucratic machine. In this connection more direct participation in the work by national educational authorities would be particularly valuable.

9. The CCC recognises that if it is to carry out the tasks described above so as to contribute effectively to meeting the needs of member governments in the education field, it will be more than ever necessary for it to set strict priorities. Consequently, it will ensure, through its normal procedures, in particular by consulting its permanent committees, that it will be in a position to indicate clearly the themes, including those given by way of example in paragraph 59 of the report of the ad hoc working party, which it considers should receive priority treatment in an intensified programme. On a basis of these proposals, the CCC will submit to the Committee of Ministers a programme for 1974 including the examination in depth of certain problems considered by the member countries to require particularly high priority.

Financial aspects

10. In Recommendation 649, the Consultative Assembly requested the Committee of Ministers " to establish a plan with a view to at least tripling over a period of five years the governmental contributions to the Cultural Fund so as to permit that body to provide adequate finance for the harmonious expansion of a European programme for permanent education and long-term cultural development in consonance with the aims of the Council of Europe ". The CCC considers that it should be possible for it to undertake the tasks described above with a more modest increase in the resources of money and staff made available to it. In this context, it has borne in mind that the measures mentioned in paragraph 7 and voluntary contributions by governments for " special projects ", exchange and fellowship schemes etc. would augment considerably the resources devoted to European educational co-operation within the CCC framework without burdening excessively the budget of the Council of Europe, and could bring them up to a level comparable to that recommended by the Consultative Assembly.

11. In its concern to present complete and realistic proposals to the Committee of Ministers, the CCC specifically instructed the Secretariat to " submit a note... estimating the requirements in money and staff that would be entailed over a period of years " and requested its working party to examine this note and to report thereon. On the basis, on the one hand, of a continuance and slight expansion of the activities listed under paragraph 4 (*a*), (*b*) and (*c*) and, on the other hand, of the simultaneous implementation of a number of projects of intensified co-operation (some seven projects being considered by the working party as the minimum below which such co-operation would become illusory), the supplementary financial means which would be required have been estimated by the Secretariat at 41 % for staff and 23 % in programme expenditure.[1] This increase would be phased over the years 1974-76, on the assumption that a modest increase in staff had already taken place in 1973. The working party accepted this estimate which seemed to be based on a realistic appraisal of the tasks envisaged.

1. In the event of a parallel expansion in the field of cultural development, these figures would be higher and may be estimated at 50 % and 25 % respectively. In all cases the figures quoted are in real terms.

12. The CCC took note of these financial estimates, which for its part it regarded as a reasonable basis for future consideration subject to the need to maintain strict priorities in its programme year by year. In this context, some delegations emphasised that in their view at least part of the resources needed to implement the projects of intensified co-operation might be found at the expense of other activities. In any case, the increase to be granted in any one budgetary year must depend on a precise draft programme of costed activities, and on detailed examination following the usual procedures.

Final remarks

13. In conclusion, the CCC repeats its conviction of its readiness and ability to fulfil the functions of a "European Office of Education", provided that certain conditions are met. These conditions amount essentially to a careful concentration on priority issues, greater involvement by governments, and an appropriate increase in resources. If these conditions can be met — and they do not appear excessive — then a new phase of educational co-operation in Europe can begin.

OTHER QUESTIONS ARISING

14. Four other questions closely related to the future role of the CCC are raised in the CCC's reply to Recommendation 567 and in Recommendation 649 of the Consultative Assembly:

— the representation of Ministers of Education and Culture in the CCC;

— the establishment of closer relations between the CCC and the senior officials responsible for preparing meetings of the Standing Conference of European Ministers of Education;

— the advisability of changing the title of the CCC in order to show more clearly its educational competence;

— the possibility of establishing a Conference of European Ministers of Culture.

Representation of Ministries of Education and Culture in the CCC

15. The CCC is conscious of the fact that the composition of national delegations is a matter for decision by each member government, in the light of the internal situation in each country. However it fully agrees with the Assembly that it is important that both Ministries of Education and Culture should be strongly represented on the CCC. In view of the predominance of educational problems in its programme, it particularly requests the Committee of Ministers to urge member governments to ensure that at all CCC sessions their authorities responsible for educational matters are represented in a manner that reflects this situation.

Closer relations between the CCC and the Committee of Senior Officials of the Standing Conference of European Ministers of Education

16. Having regard to the declared intention of the conference to remain autonomous and to the participation in the conference of a number of international organisations with a European vocation, the CCC believes that it would be inappropriate to establish formal links between the CCC and the Committee of Senior Officials. Such a step

would have the further disadvantage of making it appear that the Committee of Senior Officials was an additional body with responsibility for the already complex system of decision-making in the field of European educational co-operation.

17. The CCC agrees, however, that the closest *de facto* co-operation should exist between itself and the conference, from which it should take inspiration in establishing its priorities and with which it should establish a two-way traffic of ideas. It is desirable from this point of view that CCC delegations from member countries should include a member who also sits on the Committee of Senior Officials of the conference. More specifically, the CCC would ask the Committee of Ministers to urge member governments, when the Chairman of the Committee of Senior Officials is an official in their country, to include the Chairman in their delegation to the CCC so that he may act as spokesman for the conference at CCC sessions. Should this arrangement prove impossible, the Committee of Senior Officials could be requested to appoint another spokesman who is a member of his national delegation to the CCC.

Title of the CCC

18. In order to mark a new phase in the development of the CCC and to give due prominence to its educational responsibilities, it is proposed that the title be changed to " Council for Education and Culture " (CEC). These initials, like the present ones, have the advantage of being identical in the English and French languages.

Conference of European Ministers of Culture

19. The CCC is not convinced that the time is ripe for the creation of a Conference of European Ministers of Culture, particularly since educational and cultural problems are closely interlinked. It proposes to limit itself for the time being to considering whether it would be advisable to convene an ad hoc Conference of Ministers of Culture on a theme which would lead to concrete results. It intends to refer this question to the Committee for Out-of-School Education and Cultural Development in the first instance.

20. The CCC agreed to transmit to the Committee of Ministers, at the same time as the present opinion, the report of its working party (Doc. CCC (72) 18 Revised) which had served as the basis of its discussions. It stresses however that it is not committed to every opinion expressed in this report.

APPENDIX C

Statute of the European Youth Foundation

Article 1

Functions and aims of the Foundation

1. The aim of the European Youth Foundation, hereinafter called the "Foundation", is to promote youth co-operation in Europe by providing financial support to such European youth activities as serve the promotion of peace, understanding and co-operation between the people of Europe and of the world, in a spirit of respect for human rights and fundamental freedoms.

2. The Foundation will thus provide financial support in particular for the following activities, carried out by international and national non-governmental youth organisations:

(*a*) cultural, educational, social and humanitarian manifestations of a European character;

(*b*) activities aiming at strengthening peace and co-operation in Europe;

(*c*) activities designed to promote closer co-operation and better understanding among the youth of Europe, particularly by developing the exchange of information;

(*d*) activities intended to stimulate mutual aid in Europe and in the developing countries for cultural, educational and social purposes;

(*e*) studies, research and documentation on youth problems, including youth movements and migrations.

3. In particular cases and following a decision of the Governing Board, the Foundation may also provide financial support for activities in conformity with the provisions of paragraphs 1 and 2 of this article, carried out by voluntary youth services.

4. The initiative in financing certain activities of the same nature as those specified in paragraph 2 of this article may, in exceptional cases, be taken by the Foundation itself following a decision of the Governing Board.

5. The Foundation may also make grants to international non-governmental youth organisations, with a view to covering all or part of such administrative expenses as are entailed in the carrying out of activities for which the Foundation provides financial support in accordance with the provisions of paragraphs 1 and 2 of this article.

6. In the exercise of its functions, the Foundation shall take into account any bilateral or multilateral agreement or activity concluded or undertaken with a purpose similar to its own.

Article 2

Members of the Foundation

The members of the Foundation are the member States of the Council of Europe and other European States who have acceded to the Foundation in accordance with the provisions of Article 10.

Article 3

Organs of the Foundation

The organs of the Foundation are:

(*a*) the Intergovernmental Committee;

(*b*) the Governing Board;

(*c*) the Advisory Committee;

(*d*) the Board of Auditors.

Article 4

Intergovernmental Committee

1. The Intergovernmental Committee shall be composed of a duly authorised representative of each of the member States of the Foundation. In principle, the member States of the Council of Europe shall be represented on the committee by their Permanent Representatives to the Council.

2. The Intergovernmental Committee:

(*a*) shall determine, in accordance with the provisions of Article 8, sub-paragraph (*a*), the amount of the annual endowment of the Foundation and the apportionment of this amount between the member States of the Foundation;

(*b*) shall, after obtaining the opinion of the Governing Board, adopt regulations containing the basic rules governing the manner and conditions of the use of the Foundation's resources according to the nature of the operations financed by it;

(*c*) shall approve the annual report on the activities of the Foundation to be submitted to it by the Governing Board in accordance with the provisions of Article 5, paragraph 3 (*e*);

(*d*) shall determine the headquarters of the Foundation.

3. The decisions of the Intergovernmental Committee referred to in paragraph 2 (*a*) of this article and those referred to in Article 10 and Article 11, paragraph 2, shall be taken by unanimity of the votes cast and a majority of the members of the committee having a deliberative voice. All other decisions of the Intergovernmental Committee shall be taken by a two-thirds majority of the votes cast and a majority of its members.

4. The Intergovernmental Committee shall draw up its rules of procedure.

5. The Intergovernmental Committee shall meet at least twice a year at the headquarters of the Foundation.

Article 5

Governing Board

1. The members of the Governing Board shall be:

(*a*) Eight governmental representatives appointed as follows: the Intergovernmental Committee shall draw up, by means of a secret ballot and in such a way as to ensure as well-balanced a geographical distribution as possible, a list of eight States members of the Foundation and shall invite the governments of those States each to appoint a representative to the Governing Board for a period of three years. When the government of a State on the list declares, under the conditions provided for in Article 9, that it will no longer participate in the financing of the activities of the Foundation, the Intergovernmental Committee shall replace it on the list by another State participating in the financing of the activities of the Foundation;

(*b*) Eight representatives of youth organisations designated every three years by the Advisory Committee in the manner set out in Article 6, paragraph 2 (*a*).

2. For each year, the Governing Board shall elect, by an absolute majority of its members, its Chairman and Vice-Chairman from among its members. The Chairman and Vice-Chairman shall not be elected simultaneously from among the governmental representatives or from among the representatives of youth organisations. If no candidate is elected in the first ballot, a second vote shall be taken in which the candidate obtaining a simple majority of votes cast is elected. No member may be re-elected as Chairman or Vice-Chairman for more than one consecutive one-year term.

During the first three years of the functioning of the Foundation, the Chairman must be a governmental representative and the Vice-Chairman a representative of a youth organisation. Thereafter each of these two functions shall be exercised alternately by a governmental representative and a representative of a youth organisation.

3. The Board:

(*a*) shall choose the executive director of the Foundation, whose functions shall be determined by the Intergovernmental Committee;

(*b*) shall adopt, for each financial year, the programme determining the use of the available resources of the Foundation;

(*c*) shall formulate, for the attention of the Intergovernmental Committee, an opinion on the regulations containing the basic rules governing the manner and conditions of the use of the resources of the Foundation according to the nature of the operations financed by it;

(*d*) shall examine the reports on the activities to the financing of which the Foundation has contributed;

(*e*) shall draw up an annual report on the activities of the Foundation and shall submit it to the Intergovernmental Committee for approval;

(*f*) may address to the Intergovernmental Committee any proposal for amending the present Statute.

4. The Board shall adopt its rules of procedure. It shall meet at least twice each year. Unless otherwise decided, these meetings shall be at the headquarters of the Foundation.

5. Decisions of the Governing Board shall be taken by a two-thirds majority of the representatives casting a vote and a majority of its members, each of them having one vote.

Article 6

Advisory Committee

1. The Advisory Committee shall be composed of eight representatives of national youth committees properly constituted in the member States of the Foundation and of eight representatives of international non-governmental youth organisations. The national committees whose representatives shall sit on the Advisory Committee shall be designated every third year by the Intergovernmental Committee on the proposal of the federations concerned. The international non-governmental youth organisations whose representatives shall sit on the Advisory Committee shall be designated every third year by the Intergovernmental Committee from a list drawn up in such a way as to ensure the best possible balance among the main categories of organisations.

2. The Advisory Committee:

(*a*) shall designate, every third year, from among the committees and organisations represented on it, those who shall be invited to appoint a representative to the Governing Board in accordance with the provisions of Article 5, paragraph 1 (*b*), by drawing up a list comprising four national youth committees designated by those of its members who represent such a committee and four international non-governmental youth organisations designated by those of its members who represent such an organisation;

(*b*) may present to the Governing Board or to the Intergovernmental Committee proposals and opinions on any subject within the competence of those bodies under the terms of the present Statute, including proposals for amending the present Statute;

(*c*) may proceed to an exchange of views on any matter of common interest for its members and relating to the present Statute.

3. The Advisory Committee shall adopt its rules of procedure. It shall meet at least once each year. Unless otherwise decided, its meetings shall be at the headquarters of the Foundation.

4. Proposals and opinions of the Advisory Committee addressed to the Governing Board or to the Intergovernmental Committee shall be adopted by a majority of its members, each of them having one vote.

Article 7

Board of Auditors

1. The Board of Auditors shall be composed of three members appointed by the Intergovernmental Committee for their qualifications in the control of public finance.

2. For each financial year, the Board of Auditors shall inspect the Foundation's accounts and verify that the operational accounts and the balance sheet are in order.

3. The Board of Auditors shall also verify that the contributions by the Foundation to youth organisations and voluntary services have been used for the purpose intended and economically.

4. The report of the Board of Auditors shall state whether the balance sheet and operational accounts are in agreement with the books and whether they give a true and fair picture of the state of the Foundation's affairs at the end of each financial year.

Article 8

Resources of the Foundation

The resources placed at the disposal of the Foundation for carrying out the tasks mentioned in Article 1 shall be constituted by:

(*a*) an annual endowment derived from voluntary contributions by the member States of the Foundation, the amount of which shall be agreed upon in the Intergovernmental Committee and apportioned between the said States by mutual agreement according to a just and equitable system taking into account inter alia the particular nature of the Foundation;

(*b*) voluntary additional contributions from member States of the Foundation; such contributions shall not in the case of any State exceed the amount of its contribution as provided for in sub-paragraph (*a*) of this article;

(*c*) subsidies, grants and bequests made in favour of the Foundation and accepted, in accordance with the provisions of the regulations referred to in Article 4, paragraph 2 (*b*), by the Intergovernmental Committee with the agreement of the Governing Board;

(*d*) all other receipts arising out of the Foundation's activities and approved by the Governing Board.

Article 9

Participation in the financing of the activities of the Foundation

1. The government of each of the member States of the Foundation shall participate in the financing of the activities of the Foundation for a period of at least three consecutive years by a contribution equal to or more than that which it has promised in conformity with the provisions of Article 8.

2. Subject to the provisions of paragraph 1 of this article, any government may declare by notification addressed to the Chairman of the Intergovernmental Committee that it will no longer contribute to the annual endowment of the Foundation; this notification shall be made before beginning of the year which precedes that in which the declaration shall take effect.

3. Any government which has availed itself of the possibility provided for in paragraph 2 of this article may subsequently declare by notification addressed to the Chairman of the Intergovernmental Committee that it will resume participating in the financing of the activities of the Foundation under the conditions laid down in paragraph 1 of this article.

4. Any government which has availed itself of the possibility provided for in paragraph 2 of this article may continue to be represented on the Intergovernmental Committee until the end of the last year in respect of which it participates in the financing of the activities of the Foundation; however, during this year its representative may not take part in the deliberations on the question referred to in Article 4, paragraph 2 (*a*). Any government which has availed itself of the possibility provided for in paragraph 3 of this article may be represented on the Intergovernmental Committee as from the date of the payment of its contribution to the annual endowment of the Foundation.

Article 10

Accession

Requests for accession to the Foundation submitted by a European State which is not yet a member of the Foundation shall be addressed to the Chairman of the Intergovernmental Committee, which shall take a decision thereon in accordance with the provisions of Article 4, paragraph 3, and fix the conditions for such accession.

Article 11

Amendments to the Statute of the Foundation

1. The provisions of the present Statute may be amended by a decision of the Intergovernmental Committee, taken by a two-thirds majority in accordance with the provisions of Article 4, paragraph 3, and after consulting the Governing Board and the Advisory Committee.

2. However, the provisions of Article 1, paragraph 1, of Article 4, paragraph 3, and of Articles 8, 9, 10 and 11 of the present Statute can only be amended by a unanimous decision of the Intergovernmental Committee taken in accordance with the provisions of Article 4, paragraph 3, and after consulting the Governing Board and the Advisory Committee.

APPENDIX D

List of symposia organised by the Directorate of Education and of Cultural and Scientific Affairs in 1972

Factors in primary and secondary education which determine the effectiveness of further education in later life (General and technical education)
(Pont-à-Mousson, France, 11-18 January).

Animation methods to be used in pilot experiments (Cultural development)
(San Remo, Italy, 26-29 April).

Curriculum planning and development for upper secondary education (General and technical education)
(Karlskrona, Sweden, 6-12 May).

Relations between technical and vocational education and industry (General and technical education)
(Winterthur, Switzerland, 26 May-2 June).

The role of public libraries in permanent education (Out-of-school education)
(Rungsted Kyst, Denmark, 29 May-3 June).

The non-linguistic aspects of modern languages in the initial and further training of teachers at university level (Higher education and research)
(Saalbach, Austria, 15-23 September).

The treatment of religion in school history textbooks in Europe (General and technical education)
(Louvain, Holy See, 17-23 September).

The place and role of education by correspondence (Out-of-school education)
(Berlin/Bad Godesberg, 20-27 September).

The teaching of technology in secondary schools (13 to 18 year olds) (General and technical education)
(Nottingham, United Kingdom, 22-29 September).

Research into the education of the 16-19 age group (Educational documentation and research)
(Sèvres, France, 2-6 October).

Equipment for practical, technical and vocational training in the light of technical progress (General and technical education)
(Bad Hofgastein, Austria, 9-14 October).

The connections between the teaching of the mother tongue and the teaching of other languages (General and technical education)
(Turku, Finland, 11-16 December).

APPENDIX E

Reports, publications and material for display

I. Basic Texts

European Cultural Convention (1954)

European Convention on the Equivalence of Diplomas leading to Admission to Universities (1953)

European Convention on the Equivalence of Periods of University Study (1956)

European Convention on the Academic Recognition of University Qualifications (1959)

European Convention on the Protection of the Archaeological Heritage (1969) and explanatory report

European Agreement on Continued Payment of Scholarships to Students Studying Abroad (1969)

CCC and Cultural Fund — Basic Texts

II. Documentation and periodicals published in 1972

General

Annual report of the CCC — 1971

Education and Culture, review of the CCC and of the European Cultural Foundation, Nos. 18, 19 and 20 (published three times a year in separate English and French editions)[1]

Information Bulletin of the Documentation Centre for Education in Europe, Nos. 1-3/1972 (published three times a year in separate English and French editions)

News-Letter/Faits Nouveaux, information on educational developments in member countries, Nos. 1-6/1972

1. A German edition of the review is published by Europa Union Verlag, Bonn. It is obtainable directly from the publisher (Stockenstrasse 1-5, Postfach 643, D-53 Bonn).

Educational documentation and research

Eudised Thesaurus: provisional lists of descriptors in English, French and German (DECS/Doc (72) 10, 11 and 14)

Eudised formats and standards: preliminary draft format (DECS/Doc (72) 16, revised)

Eudised project: the use of ERIC tapes in Scandinavia, searching with thesaurus terms in natural language, by Björn Tell, Kerstin Wessgren and Winnie Hemborg, Stockholm (DECS/Doc (72) 15) (English only)

Educational Research Symposium on the teaching of reading, Neuchâtel, Switzerland, 21-24 September 1971: Recommendations (DECS/Rech (72) 18)

Educational Research Symposium on pre-school education, University of Jyväskylä, Finland, 7-11 December 1971: Report, 80 pages, Documentation Centre for Education in Europe, 1972.

Educational Research Symposium on the education of the 16-19 age group, Sèvres, France, 2-6 October 1972:

— Documentary material (DECS/Inf (72) 7)

— Summaries of lectures by MM. Géminard. Janne, Wrigley, Henrysson, Edding (DECS/Rech (72) 26, 27, 31, 32 and 33)

— Synthesis and conclusions (DECS/Rech (72) 39) (See full text of lectures and conclusions, *Information Bulletin* No. 1/73)

Colloquium of Directors of Educational Research Organisations, London, 10-12 November 1971: Conclusions (DECS/Rech (72) 5) (See for full text of lectures and conclusions *Information Bulletin* No. 1/72)

Higher education and research

Diversification of tertiary education — The university institutes of technology (IUT) in France (CCC/ESR (72) 1)

New trends in higher education and technical education (with particular reference to advanced technical colleges and polytechnics) in the Federal Republic of Germany, by L. Vogtmann (CCC/ESR (72) 2)

Curriculum reform and development — New study courses in higher education and the role of the new Master's degree in science and technology (CCC/ESR (72) 3)

Curriculum reform and development — the practical application of the new study courses in science and technology at the University of Science and Technology of the Languedoc (Montpellier) (CCC/ESR (72) 4)

Aims and objectives of higher education: the solving of legal problems, by H.F.M. Crombag, J.L. de Wijkerslooth, E.H. van Tuyll Van Serooskerken (CCC/ESR (72) 5)

Aims and objectives of higher education: problems of determining objectives in higher education by Guy Berger (CCC/ESR (72) 48)

Aims and objectives of higher education: report of a working party (CCC/ESR (72) 59)

The teaching of ecology and the study of environmental problems at university level by V. Labeyrie (CCC/ESR (72) 8)

The role of the university in the teaching of ecology and study of environmental problems — report of a meeting of experts (CCC/ESR (72) 122)

Neue Entwicklungen im österreichischen Hochschulwesen (New developments in Austrian tertiary education) by Dr. Otto Drischel (CCC/ESR (72) 16)

Equivalence of diplomas, degrees and certificates — a collection of country reports from member States of the Council for Cultural Co-operation (CCC/ESR (72) 20 rev.)

Report of the third meeting of national equivalence experts (CCC/ESR (72) 115)

Access to higher education and *numerus clausus* — Replies received from member governments to the questionnaire (CCC/ESR (72) 23)

Les cours de perfectionnement offerts aux diplômés, par M. Rousson et J.L. Chancerel (French only) (CCC/ESR (72) 34)

Creation of a European Association for research and development in higher education (CCC/ESR (72) 51)

Reform of medical education: report of a working party (CCC/ESR (72) 60)

Reform of dental education at university level in the member States of the Council of Europe by Professor R. Naujoks (CCC/ESR (72) 66 rev.)

Reform of dental education — conclusions of a meeting of experts (CCC/ESR (72) 123)

Sociology by Mr. Thoenes (CCC/ESR (72) 76)

Creation of a European institute for the promotion and development of multi-media distant study systems in higher education, by A.R. Kaye (Open University) (CCC/ESR (72) 81)

Diversification of tertiary education: the Regional Colleges *(Distriktshogskoler)* in Norway (CCC/ESR (72) 101 rev.)

Mobility of staff in higher education and research and of students — European status for staff in higher education and research (CCC/ESR (72) 109)

Mobility of staff in higher education and research and of students — Report of the second meeting of experts (CCC/ESR (72) 120)

University staff structure — Conclusions of a meeting of experts (CCC/ESR (72) 124)

General and technical education

Factors in primary and secondary education which determine the effectiveness of further education in later life — Report, Pont-à-Mousson Symposium, January 1972 (CCC/EGT (72) 1)

The teaching of modern languages by closed-circuit television and other audio-visual media — Report, Glasgow meeting of experts, January 1972 (CCC/EGT (72) 2)

Meeting of the working party on geography — Report, December 1971, Strasbourg (CCC/EGT (72) 9)

Objectives and methods of educational assessment — Report, Berlin Symposium, November 1971 (CCC/EGT (72) 10)

The integration of audio-visual aids into the teaching of modern languages in the classroom — Report, Ankara Symposium, November-December 1971 (CCC/EGT (72) 11)

Intensive courses for modern language teachers — Report, York Symposium, December 1971 (CCC/EGT (72) 15)

Curriculum planning and development for upper secondary education — Report, Karlskrona Symposium, May 1972 (CCC/EGT (72) 16)

Trends in upper academic secondary education in Europe by Dr. Halls — Karlskrona Symposium (DECS/EGT (72) 41)

Relations between technical and vocational education and industry — Report, Winterthur Symposium, May-June 1972 (CCC/EGT (72) 19)

Religion in school history textbooks in Europe — Report, Louvain Symposium, September 1972 (CCC/EGT (72) 26)

The teaching of technology in secondary schools — Report, Nottingham Symposium, September 1972 (CCC/EGT (72) 27)

Equipment of workshops for technical education in the light of technological progress — Report, Bad Hofgastein Symposium, October 1972 (CCC/EGT (72) 30)

School workshop equipment by Y. Deforge — Lecture, Bad Hofgastein Symposium (DECS/EGT (72) 86)

Introductory report, Santa Cruz de Tenerife Symposium, by Mr. L. Géminard (CCC/EGT (72) 32)

Participation in education in Denmark by J. Olsen (DECS/EGT (72) 79)

Participation in education in the Federal Republic of Germany by H. Rauscher (DECS/EGT (72) 80, English only)

Participation in education in France by J. Fortunel (DECS/EGT (72) 81 rev.)

Participation in education in the Netherlands by A. Hoekstra (DECS/EGT (72) 82)

Participation in education in Switzerland by C. Jenzer (DECS/EGT (72) 83)

Participation in education in the United Kingdom by W. Johns (DECS/EGT (72) 84)

The introduction of multi-media systems in schools: practical implications, by R. Lefranc — Lecture, Munich Symposium (DECS/EGT (72) 113)

Out-of-school education

(i) *Adult education*

Foreign language learning by adults: Analysis of the problems involved in defining, in operational terms, a basic competence level (or threshold level) by Dr. J.A. van Ek (CCC/EES (72) 17)

Modern languages — A model for the definition of adult language needs by René Richterich (CCC/EES (72) 49)

Modern languages — The linguistic and situational content of the common core in a unit/credit system by D.A. Wilkins (CCC/EES (72) 67)

The functional and cultural relevance of adult education: common core possibilities in vocational education, unit/credit systems — Report on a meeting of experts (Strasbourg, 1-2 February 1972) (CCC/EES (72) 19)

Modern languages — The threshold level in foreign language learning by adults, by Dr. J.A. van Ek (CCC/EES (72) 72)

Key qualifications in basic and further education by Dr. Dieter Mertens (CCC/EES (72) 110)

Summary of the preliminary study on " Key qualifications in basic and further education " by Dr. Dieter Mertens (CCC/EES (72) 123)

Survey of research on occupational flexibility by Dr. Dieter Mertens (CCC/EES (72) 134)

(ii) *Educational technology*

Educational technology — Media based instructional systems by Dr. Schmidbauer in collaboration with Professor Dohmen and Mr. Peters (CCC/TE (72) 1)

Selective review of the results of research on the use of audio-visual media to teach adults by Peggie L. Campeau (CCC/TE (72) 5)

A set of learning tasks in the natural sciences by Anthony R. Kaye (CCC/TE (72) 6)

Compendium " Multi-media systems in adult education " (Twelve project descriptions in nine countries)

Cultural development

(i) *General documents*

Outline of the Cultural Development Programme (CCC/EES (72) 20)

Cultural Co-operation: an experiment (printed brochure)

An experiment in multilateral co-operation in Europe: the Council for Cultural Co-operation (résumé of the above)

Future of cultural development (printed final statement of the colloquy held at Arc-et-Senans, 7-11 April 1972)

Cultural diplomacy in Europe: cultural mission of the Council of Europe, by Anthony Haigh

(ii) *Specific documents*

— *Cultural accounts*

National cultural accounts: Initial synopsis of the French, Netherlands and Swedish studies (CCC/EES (72) 63)

— *Cultural statistics*

Studies on Swedish cultural workers by the Swedish National Council of Culture (CCC/EES (72) 70)

Methods applied in France and other European countries by the *Centre national de la Cinématographie*, Paris (CCC/EES (72) 76)

Monograph on public reading habits by V. Carini-Dainotti (CCC/EES (72) 106)

— *Local authorities*

European towns' monographs:

- Annecy (France) (CCC/EES (72) 50)
- Apeldoorn (Netherlands) (CCC/EES (72) 41)
- Bologna (Italy) (CCC/EES (72) 5)
- Esbjerg (Denmark) (in course of preparation)
- Exeter (United Kingdom) (CCC/EES (72) 8)
- Krems (Austria) (CCC/EES (72) 55)
- La Chaux-de-Fonds (Switzerland) (CCC/EES (72) 18)
- Lüneburg (Federal Republic of Germany) (in course of preparation)
- Namur (Belgium) (CCC/EES (72) 56)
- Örebro (Sweden) (CCC/EES (72) 16)
- Stavanger (Norway) (CCC/EES (72) 14)
- Tampere (Finland) (CCC/EES (72) 93)
- Turnhout (Belgium) (CCC/EES (72) 24)

Programmes of towns taking part in the study. Consolidated report (CCC/EES (72) 108)

Techniques for assessing the results by Blaise Duvanel (CCC/EES (72) 129)

— *Animation and cultural facilities*

Socio-cultural facilities: animation — innovation — Report of the Project Director, J.A. Simpson (CCC/EES (72) 78)

— *Cultural enrichment: aesthetic dimension*

The Arts and the Adolescent. — Discussion paper prepared by Ross and Witkin for a meeting of experts at Exeter, 16-17 June 1972 (CCC/EES (72) 52)

The propagation of art through television — The use of television to inspire and create new art forms by R. Oppenheim (CCC/EES (72) 68)

Towards a new attitude by R. Berger (CCC/EES (72) 81)

Methods of using the mass media by J. Salkin (CCC/EES (72) 82)

Co-operation between public authorities and the culture industries by J. Monnier (CCC/EES (72) 83)

Urban space and the arts by N.J. Habraken (CCC/EES (72) 84)

— *Sport for All*

Rationalising sports policies: Outline of a methodology by B. Castejon Paz (CCC/EES (72) 65 rev.)

III. Works published by, under the auspices of, or in collaboration with the Council for Cultural Co-operation

A. "EDUCATION IN EUROPE" SERIES [1]

SECTION I — HIGHER EDUCATION AND RESEARCH

The Teaching of Physics at University Level by W. Hanle and A. Scharmann (1967) — 168 pages

A survey on training in physics in the universities of the member countries of the Council for Cultural Co-operation, its present state and plans for the future.

The Teaching of Geography at University Level by J. Tricart (1968) — 90 pages, published by G. Harrap Ltd.

Detailed critical analysis of conditions in which geography is taught at university level in the various CCC member States and the place this subject occupies in higher education and society.

The Teaching of Economics at University Level by J.F.H. Roper (1970) — 288 pages, published by G. Harrap Ltd.

The Screening of Students by J.M. Daniels (1970) — 90 pages, published by G. Harrap Ltd.

Study of the quantitative and qualitative data on the results of school-leavers and of the process of selection as well as of the scientific and administrative problems posed by the methods of selection.

The Teaching of Mathematics at University Level by F. Fiala (1970) — 163 pages, published by G. Harrap Ltd.

Comparative study of existing situation and trends, concentrating especially on comparing curricula with a view to establishing criteria for equivalence.

Companion volumes

Non-University Research Centres and their Links with the Universities — A report on the situation in Europe (1967) — 107 pages

A survey of different types of research establishments, mostly scientific or technological, and their links with the academic world. The number and variety of these links is described in the report and its appendices.

Reform and Expansion of Higher Education in Europe (1967) — 264 pages

Fourteen national reports on the situation of universities in member countries of the CCC. Common problems with different and therefore stimulating solutions.

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1. Works in this series, including Companion volumes, can, except where otherwise indicated, be obtained free of charge on request from the Directorate of Education and of Cultural and Scientific Affairs, Council of Europe, 67006 Strasbourg-Cedex, France. Since these publications exist in relatively small numbers, they are reserved in the first instance for those with responsibility in the educational and cultural fields and graduates engaged in research.

All titles published by Harrap must either be purchased directly from the publisher (P.O. Box No. 70, 182 High Holborn, London W.C.1) or from booksellers.

European Research Resources: Assyriology by D.J. Wiseman (1967) — 32 pages

Enquiry on teaching and research of Assyriology at universities in Europe: philological and archaeological study of ancient Mesopotamia, reconstruction of the rise and development of civilisation in the Near East.

European Research Resources: Radiochemistry (Nuclear chemistry) by Prof. J.P. Adloff (1967) — 56 pages

Realistic picture of the present situation of research in nuclear chemistry and radiochemistry. Equipment — reactors and accelerators — in fifteen European countries as well as centres of nuclear chemistry.

European Research Resources: Radio-astronomy by J.E. Denisse (1967) — 36 pages

After reviewing the present position of radio-astronomy in Europe, this study goes on to demonstrate that European research will have to call upon the technological potential in all countries if it is to retain its present advantage. A list of the principal Radio-astronomy Research Centres in Europe is appended.

European Research Resources: Geography by J. Tricart (1968) — 49 pages

Analysis of the conditions of geographical research as determined by the nature of the subject; its organisation; possibilities of international co-operation.

European Research Resources: Photochemistry by Dr. Martin Fischer (1970) — 162 pages

Study based on a document discussed in 1969 by a group of photochemistry experts in Strasbourg. It gives the research situation in member States for this branch of science.

Section II — General and Technical Education

Pupil Guidance — Facts and Problems by M. Reuchlin (1964) — 370 pages

Subjects chiefly dealt with: orientation and technical, economic and social progress; child guidance related to the immediate environment; child guidance and the general characteristics of school life; methods of guidance; the main stage of guidance.

Teacher Training by J. Majault (1965) — 212 pages

Comparative study dealing with the recruitment, initial training and in-service training of teachers in primary, secondary, technical and vocational education in Europe.

Introducing Europe to Senior Pupils by R. Jotterand (1966) — 75 pages

A handbook for the teacher wishing to gain a clearer idea of European facts and problems and looking for suitable pedagogical material.

The Observation and Guidance Period by Y. Roger (1967) — 140 pages

An analysis of the main features of pupil observation and guidance in the different vertical and horizontal systems.

History Teaching and History Textbook Revision by O.E. Schüddekopf in collaboration with E. Bruley, E.H. Dance and H. Vigander (1967) — 258 pages

Result of the work of four experts. Each chapter of this study is devoted to one particular aspect of history teaching demonstrating the gradual realisation of a sense of European unity.

Geography Teaching and the Revision of Geography Textbooks and Atlases by E.C. Marchant (1968) — 140 pages

Results of the four conferences on removal of bias in school textbooks and their improvement. Contains chapters on Europe and its regions; type of maps needed for the most effective study of this continent; source material and toponymy; a summary of supplementary publications.

Examinations — Educational Aspects by A. Agazzi (1968) — 150 pages

The problem of examinations may be considered as a common denominator of contemporary agitation in the universities and this work deals with examinations from the point of view of comparative teaching and future prospects.

The Place of History in Secondary Teaching by E.H. Dance (1968) — 126 pages, published by G. Harrap Ltd.

A comparative study based on reports presented by twenty countries at a course held at Elsinore.

School Systems — A Guide (2nd revised edition, 1970) — 300 pages, from Council of Europe Sales Agents listed at the end of the volume)

A survey covering general, technical and vocational education and teacher training, with figures and diagrams up to date to 1970.

The Countries of Europe as seen by their Geographers, compiled by E.C. Marchant (1970) — 197 pages, published by G. Harrap Ltd.

A collection of individual essays contributed by a geographer from each country described, prefaced by a general chapter on Europe and its regions.

The Teaching of Geography at School Level by E.C. Marchant (1971) — 195 pages, published by G. Harrap Ltd.

Essays on trends in geography teaching in each country, together with an analysis of the replies of governments to a questionnaire on such teaching at both primary and secondary level.

Companion volumes

Books Dealing with Europe — Bibliography for teachers (1965) — 67 pages

Brief analytical notes on works particularly recommended to teachers wishing to develop European themes for classroom use. Most of the works are published in the English, French, German or Italian languages.

Out-of-class Activities and Civic Education by P.R. Fozzard (1967) — 55 pages

This work is in some respects an adjunct to the study of Mr. Jotterand's " Presenting Europe to Senior Pupils " which concentrated on classroom instruction. Its aim is to help teachers prepare schoolchildren for responsible adulthood in the modern world.

Towards a European Civic Education during the First Phase of Secondary Education by Yves Roger (1969) — 44 pages

The work contains a number of useful pointers for teachers engaged in civic education at the lower secondary level. It completes the series of three studies in this field sponsored by the CCC.

European Curriculum Studies:

No. 1 *Mathematics* by Van Halls and D. Humphreys (1968) — 100 pages
No. 2 *Latin* by E.P. Story (1969) — 49 pages
No. 3 *Biology* by A. Saunders (1972) — 145 pages
No. 4 *Chemistry* by J.J. Thompson — 124 pages
No. 5 *The Mother Tongue* by Julia Marshall (1972) — 71 pages
No. 6 *Physics* by W.D. Halls, P. Figueroa, R.J. Griggs (1972) — 106 pages
No. 7 *Economics* by W. Bonney Rust (1972) — 107 pages

Full accounts of teaching of these curricula in the top classes of academic secondary schools

Catalogue of audio-visual documents for the training of teachers (1970) — 196 pages

This catalogue gives detailed information about films strips, slides, film and audio aids dealing with the following subjects: the history of education, the organisation of education, educational methods, child and educational psychology, teaching techniques, information on education and careers, special schools.

Report on films for the teaching of mathematics in Europe by P. Burgraeve (1970) — 120 pages

An inventory of films on mathematics at present available which have been produced in Belgium, France, Ireland, Switzerland, the United Kingdom and Yugoslavia. It presents a wide cross section, complete with commentaries, and deals with the direction of future research in the field of films for teaching purposes.

Technical and Vocational Education: Six Area Studies by D. Porter (1970) — 147 pages

Comparative study of areas in six countries with particular reference to significant developments in curriculum, syllabus and teaching methods.

How to Visit a Museum by Pierre Rebetez (1970) — 186 pages

Shows how museums and schools by uniting their efforts for teaching purposes can promote the development of the pupils' creative faculties.

Continued Education by E.W. Sudale (1971) — 117 pages

Deals with the educational needs and aspirations of the non-academic majority of Europe's teenagers (13-18), and the provision that is, or should be, made to satisfy them.

The Educational Aspects of School Building (1971, English only) — 67 pages

Sets out the results of two international conferences, held in Austria and the Netherlands, attended by educators, administrators and architects.

Section III — Out-of-school Education and Cultural Development

Leisure-time Facilities for Young People from 13 *to* 15 *Years of Age* (1965) — 104 pages, illustrated

Survey made in co-operation between the CCC, the Dutch Foundation " Space for Youth " and UNESCO. Includes a broad indication of the types of facilities which should be provided for young people as well as information on pilot schemes.

Training the Trainer — A suggested programme for general leaders of physical recreation and sport — Second edition (1966) revised and supplemented — 71 pages

A programme of 100 hours' instruction in the training of part-time trainers (youth leaders etc.).

Workers in Adult Education — Their status, recruitment and professional training (1966) — 107 pages

A pilot study outlining the concept of adult education and its present significance in Europe. It contains descriptions and comparisons of the factual situation in the six countries: Belgium (Flanders), France, Federal Republic of Germany, Netherlands, Norway, United Kingdom.

The Literature of Science Popularisation — A study of the present situation in member States of the Council for Cultural Co-operation by Jean Pradal (1969) — 105 pages

After defining popularisation, the author comments on the various media resorted to: auditive visual, audio-visual and literary, concentrating particularly on the latter.

Today and Tomorrow in European Adult Education by J.A. Simpson (1972) — 219 pages

A study of the present situation and likely future developments

Companion volumes

Directory of Youth Organisations by J. Jousselin (1968) — 340 pages

This volume with more than 1 600 youth organisations, both national and international, is intended for all those people, institutions and authorities involved or interested in youth activities.

The Organisation of Youth in Europe by J. Jousselin (1968) — 125 pages

A comparative study in two parts, the first dealing with youth organisations (origins and objectives, evolution, diversity etc.) and the second with the organisation of youth (youth policy etc.).

The Responsibilities of Women in Social Life by A. Zucconi (1968) — 27 pages

Pilot study, based on the documentations and recommendations given by nine countries. Active share of women in political life and professional activities; the role of women in the society and the family; associations for women etc.

Sport for All — Exercise and Health by P.O. Astrand (1969) — 34 pages

First of a series of publications on this subject, it describes how physical training can provide a means of combating the ageing process and indicates how sport should be practised.

The Status and Training of Youth Leaders by G. Vessigault (1969) — 352 pages

The publication summarises and supplements the results of the courses, takes stock of the situation in member countries and outlines themes of research with a view to finding solutions to common problems.

Public Supervision of Correspondence Courses — The Harmonisation of Legislation by Isaäc J. Sloos (1969) — 56 pages

In the acquisition of knowledge which is essential to anyone who is not content to stagnate, teaching by correspondence plays an increasingly important role. Its development will call for the application of general regulations for the prevention of abuses.

Educational Leave — A key factor of permanent education and social advancement by R. Crummenerl and G. Dermine (1969) — 128 pages

This study is the production of a research team. It presents a general survey of the legal provisions and the collective conventions or other agreements governing leave granted for educational purposes in 16 countries participating in the activities of the CCC.

The Place of Education by Correspondence in Permanent Education by E.G. Wedell (1970) — 98 pages

This study takes stock of the situation in member States. The author points out the countries which make use of correspondence courses and deals with the institutions providing them, as well as with the methods and the supervision and assessment of results.

Sport for All — Five Countries Report (1970) — 140 pages

The second of a series of publications on Sport for All. The aim of this volume is to present an outline of the experience of five European countries (Federal Republic of Germany, Netherlands, Norway, Sweden, United Kingdom).

Sport for All — Physical activity and the prevention of disease by Dr. Ph. Réville (1970) — 43 pages

Studies, and presents facts and figures on, the beneficial impact of physical activity (especially non-competitive sport) on health.

Sport for All — Low-cost Swimming Pools (1970) — 84 pages

Sets out general principles, and includes three specific studies by Dutch, Austrian and Swedish architects on a type of construction which will enable greatly increased numbers to benefit from swimming facilities.

Facilities for Cultural Democracy (1971) — 41 pages

Presents the results of the 1970 Rotterdam Symposium on socio-cultural equipment of towns, in which architects, town planners, administrators, sociologists and educators participated.

Sport for All — Low-cost Sports Halls (1972) — 66 pages

A study of the essential infrastructure enabling increasingly wide sections of the population to engage in physical exercise.

Section IV — Studies of General Interest

Modern Language Teaching by Television by R. Hickel (1965) — 185 pages

Subjects dealt with: the principal existing TV programmes for modern language teaching; educational, technical and practical problems; the reaction of the public and of pupils. Concludes with an evaluation of TV as a language technique, compared with other aids.

Educational and Cultural Films — Experiments in European Co-production by C.H. Dand, J.A. Harrisson, and S.I. van Nooten (1965) — 110 pages, illustrated

Methods of production and distribution of educational and cultural films. Full technical data relating to some fifty films so far jointly produced in Western Europe and details of their availability for viewing or loan purposes.

Europe's Guests: Students and Trainees by A.F. Dunlop (1966) — 187 pages

A survey on welfare of foreign students and trainees in Europe.

Art of the Cinema in Ten European Countries (1967) — 265 pages

An essay devoted to the development and the situation of ten national cinemas in Europe (Austria, Belgium, Denmark, Federal Republic of Germany, France, Italy, Netherlands, Sweden, Turkey and the United Kingdom). Each chapter is written by a film specialist.

The Use of Short 8 mm Films in European Schools by R. Lefranc (1967) — 134 pages

A study on the teaching potential of the 8 mm short films; the apparatus and the films in the European production.

Direct Teaching by Television (1967) — 94 pages

Account of a European Conference held in December 1966 in Rome. Papers on *Telescuola* (Italy), *Telekolleg* (Bavaria), *Radio-Télé-Bac* (France), the British " Open University " project etc.

Permanent Education (1970) — 512 pages

A compendium of studies commissioned by the CCC as its contribution to United Nations International Education Year.

Companion volumes

Films on Geography — A selective catalogue (1966) — 44 pages

A catalogue of films on geography teaching from ten different countries selected for their technical value and their suitability for inclusion in the school curricula.

Audio-visual Aids in Developing European Countries by E. Luft (1966) — 31 pages

An enquiry into the needs of developing countries for films and other audio-visual aids used in education. The six countries the author, Mr. Luft, visited were: Iceland, Ireland, Italy, Greece, Spain and Turkey.

The Use of Closed-Circuit Television in Technical Education (1966) — 94 pages

Report of a seminar to show that closed-circuit television installations tend to be used for broader purposes than mere demonstration.

European Research in Audio-visual Aids (1966) — 2 volumes — 116 and 143 pages

These publications (Part I: Bibliography — Part II: Abstracts) attempt for the first time to catalogue and summarise the research in audio-visual aids which has been carried out in Europe, and cover the period 1945 to 1963 (Editor: J.A. Harrisson).

A Catalogue of Films on Nature Conservation (1967) — 70 pages

The first object of this catalogue is to make good films more widely known.

The Theatrical Distribution of Cultural Films by P. Léglise (1967) — 135 pages

The distribution of " cultural films " (short films, full-length documentaries, films for children and young people) through the network of public cinemas. Paying and larger audience instead of a too limited public etc.

Films for the Teaching of European Geography by Th. Hornberger (1968) — 52 pages

A preliminary collation of audio-visual material available in Europe for the teaching of European geography. Contains the results of Mr. Hornberger's enquiry and the lists of films produced by the various member countries of the Council for Cultural Co-operation.

Second Seminar on Direct Teaching by TV — Scheveningen 1968 (1969) — 47 pages

This seminar, which considered applications to adult education only, concentrated on the assessment of needs and the evaluation of results.

The Reception of and Response to Modern Language Teaching Programmes by Television Intended for the General Public by Wolfgang Halm (1970) — 120 pages

Analyses the results of a survey carried out in member countries. A follow-up to *Modern Language Teaching by Television.*

B. MODERN LANGUAGES IN EUROPE [1]

As a contribution to the " Major Project, Modern Languages " of the Council for Cultural Co-operation, the International Association of Applied Linguistics Publishers (AIDELA) published a special series of works in co-operation with the Council of Europe.

The following titles have been so far published:

— *Linguistic Theories and their Application*
— *The Language Laboratory in Higher Education — an Experiment*
— *Modern Languages and the World of To-day*
— *Modern Languages in Great Britain and Ireland*
— *The Teaching of Modern Languages in Secondary Vocational and Commercial Schools*

C. WORKS PUBLISHED IN NON-OFFICIAL LANGUAGES [2]

Actividades extraescolares y educacion civica (P.R. Fozzard)
La idea de Europa en la enseñanza media (René Jotterand)
Publ. Doncel, Eugenio Salazar 2º D, Madrid-2

Europa im Unterricht (René Jotterand)
Publ. Europa Union Verlag GmbH, Köln.

Lehrerbildung (J. Majault)
Schul- und Berufsberatung — Tatsachen und Probleme (M. Reuchlin)
Publ. Verlag Julius Beltz, Weinheim und Berlin.

1. Works in this series were published by G. Harrap, London, in English and by M. Didier, Paris, in French. They are obtainable directly from the publishers.
2. These works are obtainable directly from the publishers.

Europese Vorming in de hoogste klassen van de scholen voor voortgezet onderwijs (René Jotterand).

Para-scolaire Aktiviteiten en Staatsburgerlijke Vorming (P.R. Fozzard).

Europese burgerschapsvorming in de eerste jaren van het voortgezet onderwijs (Y. Roger).

Publ. Centrum voor Europese Vorming in het Nederlandse Onderwijs; Sekretariaat: Oudegracht 90, Alkmaar.

D. OTHER PUBLICATIONS [1]

Paedagogica Europea — Review of European Education — Volume VII (Diversifying Post-Secondary Education in Europe) — 148 pages (1972). Articles in English, French or German. Published by L.C.G. Malmberg, N.V. Uitgiver, S-Hertogenbosch, George Westermann Verlag, Brunswick.

Differentiation and Guidance in the Comprehensive School — An account of a conference organised by the Swedish Government in 1958 under the auspices of the Council of Europe. English edition published by Almquist et Wiksell, Stockholm; French edition by the *Institut Pédagogique National*, rue d'Ulm, Paris.

Schools in Europe by Professor Dr. Walter Schultze — Published on behalf of the German Institute for International Educational Research in co-operation with the Council for Cultural Co-operation of the Council of Europe.

Volume I: Iceland, Norway, Sweden, Finland, Denmark, Federal Republic of Germany, Austria, Switzerland.

Volume II: Great Britain, Ireland, Netherlands, Belgium, France, Luxembourg.

Volume III: Portugal, Spain, Italy, Greece, Cyprus, Turkey, " Écoles Européennes ".

English, French and German editions: Verlag Julius Beltz, D 694 Weinheim/Berlin Postfach 167.

Multilingual Vocabulary of Film Terms — Numerical and alphabetical list of about 900 terms in English, French, German, Dutch, Italian, Spanish and Danish, published under the auspices of the Council of Europe by the Netherlands Information Service (43 Noordeinde, The Hague) (1962).

Multilingual Vocabulary of Educational Radio and Television Terms — Numerical and alphabetical lists containing about 800 terms in English, French, German, Italian, Dutch, Spanish and Swedish. Published (1971) under the auspices of the Council of Europe by the *Internationales Zentralinstitut für das Jugend und Bildungsfernsehen*, Bayerischer Rundfunk, 8 München 2, Rundfunkplatz 1, Federal Republic of Germany.

1. These works are obtainable directly from the publishers.

THESES WRITTEN BY FELLOWSHIP-HOLDERS AND PUBLISHED BY A.W. SIJTHOFF (LEYDEN, NETHERLANDS) IN THE " EUROPEAN ASPECTS " SERIES

Culture

K.R. Stadler	*Adult Education and European Co-operation* (1960)
G. Pirrone	*Une tradition européenne dans l'habitation* (1963)
P. Brinson	*Background to European Ballet* (1966)
W. Ritter	*Fremdenverkehr in Europa* (1966)
J. Quinn	*The Film and Television as an Aspect of European Culture* (1968)

Economics

M. Fisher	*Wage Determination in an Integrating Europe* (1966)

Political questions

F.S. Lyons	*Internationalism in Europe*, 1815-1914 (1959)
P.H.J.M. Houben	*Les Conseils des Ministres des Communautés européennes* (1964)
U. Kitzinger	*Britain, Europe and Beyond* (1964)

Social questions

R. Krisam	*Die Beteiligung der Arbeitnehmer an der öffentlichen Gewalt* (1960)
Z. Suda	*La division internationale socialiste du travail* (1967)

Law

C. Economides	*Le pouvoir de décision des organisations internationales européennes* (1964)
F. Monconduit	*La Commission européenne des Droits de l'Homme* (1965)
N. Antonopoulos	*La jurisprudence des organes de la Convention européenne des Droits de l'Homme* (1967)
H. Wiebringhaus	*Gerichtshof für Europa?* (1967)
D.H.M. Meuwissen	*De Europese Conventie en het Nederlandse Recht* (1968)

Among other publications in the " European Aspects " series

A.H. Robertson	*The Council of Europe* (1962)

Translations of literary works from lesser-known European languages

(*a*) Into English

The Waving Rye by J.v. Jensen (Gyldendal, Copenhagen, 1958) (From Danish).

Floodtide of Fate by O. Dun (Sidgwick and Jackson, London, 1960) (From Norwegian).

Seven Icelandic Short Stories (Ministry of Education, Reykjavik, 1960) (From Icelandic).

Aniara by H. Martinson (Hutchinson, London, and Knopf, New York, 1963) (From Swedish).[1]

The Man in the Mirror by H. Teirlinck (Heinemann, London, and Sijthoff, Leyden, 1963) (From Flemish).

Alberta and Freedom by C. Sandel (Peter Owen, London, 1963) (From Norwegian).

The Old Farmhouse by J.D. Williams (Heinemann, London, and Sijthoff, Leyden. 1961) (From Welsh).

The Garden Where the Brass Band Played by S. Vestdijk (Heinemann, London, London House, New York, and Sijthoff, Leyden, 1965) (From Dutch).

Poems by Rosalie de Castro (Ministry of Foreign Affairs, Madrid, 1964) (From Galician).

Character by F. Bordewyk (Peter Owen, London, 1966) (From Dutch).

I Come from a Raging Sea by Evert Taube (Peter Owen, London, 1966) (From Swedish).

Only a Game by Cla Biert (Peter Owen, London, 1968) (From Ladin).

Icelandic Poetry (An anthology of —) by Eirikur Benedikz (Ministry of Education. Reykjavik, 1968) (From Icelandic).

Poems of Cyprus — A selection of the work of Vassilis Michaelides and Dimitris Lipertis (Ministry of Education, Cyprus, 1970) (From Cypriot).

The Lost Musicians by William Heinesen (Twayne Publishers, Inc., NewYork, and the American - Scandinavian Foundation, 1971) (From Danish).

(*b*) Into French

Poèmes akritiques et la Mort de Digénis by A. Sikelianos (French Institute of Athens, 1960) (From Greek).

Un point sur la carte — Selected short stories, by S.F. Abasiyanik (Sijthoff, Leyden, 1962) (From Turkish).

Poésies autrichiennes 1900-1965 (Bergland Verlag, Vienna, 1966).

Nouvelles by A. Papadiamantis (From Greek).

Belina by Michel Camelat *(Institut d'études occitanes* in Toulouse, 1962) (From Occitanian).

Contes du Frioul by Caterina Percoto (From Friuli).

Poèmes by Juan Maragall (Ministry of Foreign Affairs, Madrid, 1968) (From Catalan).

1. This book has also been translated into German. Published by Nymphenburger Verlagshandlung Munich, 1961.

Suite poétique maltaise by Laurent Ropa (Ministry of Education, Valetta, 1970) (From Maltese).

Resquilleur — Nouvelles choisies by M.S. Esendal (Ministry of Education Press, Istambul, 1971) (From Turkish).

In the European Folklore series

European Folk Tales (Rosenkilde and Bagger, Copenhagen, 1963).

European Folk Ballads (Rosenkilde and Bagger, Copenhagen, 1967).

Théatre populaire européen (Maisonneuve et Larose, Paris, 1967) (French only).

European Anecdotes and Jests (Rosenkilde and Bagger, Copenhagen, 1972).

IV. Publications and material for display based on the European Art Exhibitions

Catalogues

— First Exhibition: " Humanist Europe " (in French and in Dutch).

— Second Exhibition: " The Triumph of Mannerism from Michelangelo to El Greco " (in French and in Dutch).

— Third Exhibition: " The XVIIth century in Europe: Realism, Classicism and Baroque " (in Italian).

— Fifth Exhibition: " The Romantic Movement " (in English).

— Sixth Exhibition: " The Sources of the XXth Century: the arts in Europe from 1884 to 1914 " (in French and in English).

— Seventh Exhibition: " Romanesque Art " (in French and in Spanish).

— Eighth Exhibition: " European Art around 1400 " (in French and in German).

— Ninth Exhibition: " Byzantine Art as a European Art " (in French and in English).

— Tenth Exhibition: " Charlemagne — His life and work " (in French and in German).

— Eleventh Exhibition: " Queen Christina of Sweden and her Epoch " (in English and in Swedish).

— Twelfth Exhibition: " Gothic Art in Europe " (in French).

— Thirteenth Exhibition: " The Order of St. John in Malta " (in English).

— Fourteenth Exhibition: " The Age of Neo-Classicism " (in English).

Films

L'Europe humaniste (Brussels, 1954) (Apply to: Service du cinéma, Ministère de l'Éducation nationale, 7, quai du Commerce, Brussels, Belgium).

The Age of Rococo (Munich, 1958) — Short-length and full-length version in English, French and German. (Apply to: Film Studio Walter Leckebusch, Titienstrasse 16, Munich 19, Federal Republic of Germany).

Charlemagne, his work and influence (Apply to: Film Department, Federal Ministry of Foreign Affairs, Nassestrasse, Bonn).

Sets of notes and colour slides

Publications filmées d'art et d'histoire, 13, rue Carvès, 92 - Montrouge VI^e^, have produced a series of slides in the standard series in Council of Europe colours on the following European art exhibitions:

— First Exhibition: " Humanist Europe ".

— Second Exhibition: " The Triumph of Mannerism ".

— Third Exhibition: " The XVIIth century in Europe: Realism, Classicism and Baroque ".

— Fourth Exhibition: " The Age of Rococo ".

— Fifth Exhibition: " The Romantic Movement ".

— Sixth Exhibition: " The Sources of the XXth Century: the arts in Europe from 1884 to 1914 " (three volumes).

— Seventh Exhibition: " Romanesque Art ".

— Eighth Exhibition: " European Art around 1400 ".

— Ninth Exhibition: " Byzantine Art as a European Art ".

— Tenth Exhibition: " Charlemagne — His life and work ".

— Eleventh Exhibition: " Queen Christina of Sweden and her Epoch ".

— Twelfth Exhibition: " Gothic Art in Europe ".

— Thirteenth Exhibition: " The Order of St.John in Malta ".

— Fourteenth Exhibition: " The Age of Neo-Classicism ".

Each contains a pamphlet with an introduction and notes on each painter and each work. These pamphlets have been written by the most eminent specialists on the period.

APPENDIX F

Programme financed by the Cultural Fund in 1972

ESTIMATED RECEIPTS

TO FINANCE THE 1972 PROGRAMME

(Heads I to IV of estimated expenditure)

	FF
1. Authorised programme (200th and 204th meetings of the Ministers' Deputies)	2 779 293
2. Contributions from non-member governments having acceded to the European Cultural Convention:	
(*a*) Spain	266 812
(*b*) Holy See	5 115
(*c*) Finland	50 027
(*d*) Greece	68 926
3. Other contributions:	
(*a*) Voluntary contributions from governments	p.m.
(*b*) Contributions from other sources	p.m.
4. Other receipts:	
(*a*) Royalties	16 000
(*b*) Sale of publications	20 000
(*c*) Bank interest	140 000
(*d*) Miscellaneous	5 000
(*e*) Reimbursement of indirect taxes	25 000
Total...	3 376 173

ESTIMATED EXPENDITURE

1972 PROGRAMME	FF
Head I — EDUCATION	
Section I.0 — General sector	583 344
Section I.2 — General and technical education	789 702
Section I.3 — Higher education	267 333
Section I.4 — Adult education	191 260
Head II — RESEARCH CO-ORDINATION AND CO-OPERATION	64 840
Head III — CULTURAL DEVELOPMENT	770 302
Head IV — GENERAL SERVICES	709 060
Total...	3 375 841

HEAD I

Education

Section I.0 — GENERAL SECTOR

	FF
I.0.1 Permanent education (Theme I)	60 000
I.0.2 Educational technology (Theme II)	123 000
I.0.3 Educational documentation and information	103 500
I.0.4 Educational research and development	188 200
I.0.5 Modern languages	99 500
I.0.6 Standing Conference of European Ministers of Education	40 000
Total of programme estimates	614 200
Less technical reductions	30 856
Total of allocations granted	583 344

Section I.2 — GENERAL AND TECHNICAL EDUCATION

I.21 *Structure of forms of education and organisation of the educational systems* (Area I)	248 100
I.21.1 Structure and organisation of basic education (Theme I.1)	
I.22 *The teacher* (Area II)	235 000
I.22.1 Initial training of teachers (Theme II.1)	
I.22.2 Continued training of teachers (Theme II.2)	
I.22.3 Specialised training of teachers (Theme II.3)	
I.23 *Curricula* (Area III)	151 400
I.23.1 Curricula in upper secondary education (Theme III.1)	
I.23.2 Curricula in particular subjects or groups of subjects (Theme III.2)	

		FF
I.24	*Media and methods* (Area IV)	184 300
I.24.1	Educational technology (Theme IV.1)	
I.24.2	Co-production and selection of audio-visual media (Theme IV.2)	
I.25	*Assessment and guidance* (Area V)	6 000
I.25.1	Assessment (Theme V.1)	
I.25.2	Guidance (Theme V.2)	
	Total of programme estimates	824 800
	Less technical reduction	35 098
	Total of allocations granted	789 702

Section I.3 — HIGHER EDUCATION

I.31	*Structure, organisation and capacity of tertiary education*	
I.31.1	Integration of tertiary education in an overall system of permanent education (diversification of institutions and establishment of a comprehensive system of tertiary education)	10 000
I.31.2	Management and participation	18 500
I.31.3	Aims and objectives of tertiary education	27 500
I.31.4	Staff structure; mobility of staff and students; equivalence of qualifications	
I.31.41	Staff structure (Sub-theme A)	5 000
I.31.42	Mobility of staff and students (Sub-theme B)	9 000
I.31.43	Equivalence of qualifications (Sub-theme C)	59 000
I.31.5	The role of the university in recurrent education	
I.31.51	Refresher courses	2 000
I.31.7	Access to higher education and problems of *numerus clausus* restrictions	p.m.
I.33	*Curriculum reform and development*	
I.33.4	Promotion of newly emerging disciplines	27 500
I.33.5	Reform of curricula in individual disciplines and subjects	91 500
I.34	*Media and methods*	
I.34.1	The study of new teaching and learning methods and new media in general	
I.34.11	New teaching and learning methods in modern languages	18 900
I.34.3	Educational technology	
I.34.36	Software packages	17 000
	Totals of authorised expenditure	285 900
	Less technical reductions	18 567
	Total of allocations granted	267 333

Section I.4 — ADULT EDUCATION

	FF
I.41 *Organisation and programmes of adult education* (Theme I)	197 300
I.41.1 Organisation and future structures (Sub-theme A)	
I.41.2 Contents, subjects and programmes (Sub-theme B)	
Total of programme estimates	197 300
Less technical reductions	6 040
Total of allocations granted	191 260

HEAD II

European co-operation and co-ordination in matters of research carried out in the tertiary sector of education

II.1 *Co-operation and co-ordination*	
II.133 European Association for Research into Higher Education.....	5 000
II.14 Grants to research seminars	25 000
II.15 Co-operation at European level between research libraries	32 000
II.2 *Encouragement of research in newly emerging fields and of the integration of certain new concepts*	p.m.
II.22 Promotion of research into higher education	5 000
Totals of programme estimates	67 000
Less technical reductions	2 160
Total of allocations granted	64 840

HEAD III

CULTURAL DEVELOPMENT

III.1 *Management of cultural affairs*	
III.10 Project Director	10 000
III.11 Instruments of analysis at national level (Sub-theme A)	90 000
III.12 Instruments of analysis at local level (Sub-theme B)	75 000
III.2 *Cultural enrichment*	
III.21 Means and methods (facilities and innovations) (Sub-theme A) ..	89 300
III.22 Contents of cultural enrichment (Programmes) (Sub-theme B) ..	90 000
III.3 *Sport for All*	173 600
III.4 *Other cultural activities*	116 500
III.5 *Youth*	149 000
Total of programme estimates	793 400
Less technical reduction	23 098
Total of allocations granted	770 302

HEAD IV

General services

		FF
IV.1	*Publications and publicity*	482 000
IV.2	*General co-operation with NGOs*	43 000
IV.81	Ad hoc consultations of experts	150 000
IV.82	Liaison missions	
IV.9	*Sundry and unforeseen expenditure*	50 000
	Total of programme estimates	785 000
	Less technical reductions	15 940
	Total of allocations granted	709 060

APPENDIX G

Balance-sheet of the Cultural Fund as at 31 December 1972

ASSETS

			FF
I.	*Liquid assets*		
	— Banks		615 977.94
II.	*Assets in process of collection*		
	— Assets to be collected		42.00
III.	*Sundry debtors*		
	— Member States of Cultural Fund (budgetary guarantee)	1 386 651.66	
	— Other debtors	37 313.01	1 423 964.67
			2 039 984.61

LIABILITIES

			FF
I.	*Sundry creditors*		
	— Sums awaiting settlement and owed to sundry creditors	1 067.08	
	— Receipts for allocation and regularisation	60.00	1 127.08
II.	*Special accounts for operational activities*		
	— Restoration of works of art in Florence	31 979.35	
	— Further training courses organised by the Council for Cultural Co-operation	1 280.53	33 259.88
III.	*Provisions to be constituted at the close of the financial year*		
	— Provisions for liabilities still to be coded		795 190.42
IV.	*Final balance*		1 210 407.23
			2 039 984.61

Strasbourg, 28 February 1973

Signature of the
Financial Controller

Edmond LUCAS

For the Secretary General
Director General of
Administration and Finance
A. DAUSSIN

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